



***New Haven Public Schools  
Teaching and Learning Committee  
Grades 6-8 Science Pilot Update  
April 26, 2023***

**Dr. Iline Tracey, Superintendent  
Keisha Redd-Hannans, Assistant Superintendent of Curriculum, Instruction, and Assessment  
Robert McCain, Science Supervisor**

# STRATEGIC PLAN : SY 2020-2024



NEW HAVEN PUBLIC SCHOOLS

## Core Values

We believe...

- 1 Equitable opportunities** create the foundation necessary for every child to succeed
- 2 A culture of continuous improvement** will ensure that all staff are learners and reflective practitioners
- 3 High expectations** and standards are necessary to prepare students for college and career
- 4 Collaboration** and partnerships with families and the New Haven community will enhance learning and achievement



## Mission

To provide all students in New Haven Public Schools with personalized, authentic, and engaging learning experiences through creativity, exploration, innovation, critical thinking, problem-solving, and high quality instruction. To foster a culture of continuous improvement through collaborative partnerships with staff, families, and the New Haven community. To support students' growth and development by utilizing the Whole Child Framework.

## Vision

Our vision is to be a premier urban school district that ensures access to equitable opportunities and successful outcomes for all students as they prepare for college, career, and life.

## Priority Areas for 2020-2024

- |          |                                      |          |                              |
|----------|--------------------------------------|----------|------------------------------|
| <b>1</b> | <b>Academic Learning</b>             | <b>2</b> | <b>Culture &amp; Climate</b> |
| <b>3</b> | <b>Youth &amp; Family Engagement</b> | <b>4</b> | <b>Talented Educators</b>    |
| <b>5</b> | <b>Operational Efficiencies</b>      |          |                              |

WWW.NHPS.NET

## Goal:

To create a comprehensive middle school science curriculum aligned to the NGSS that provides an equitable and cohesive program for all of our middle school scientists.



- Inequity in programs, lessons, and consistency in science instruction and learning throughout New Haven Schools
- Middle school teachers are “doing their own thing to survive.” Creating inequity in the quality of science instruction for NHPS students.
- Record number of substitute and first year teachers in science (currently 13 vacancy in 6-8).



Smithsonian STMC Program

<https://www.smithsonianstc.com/stcms-framework-172N7-41245L.html>

Lab-Aids SEPUP Program

<https://www.lab-aids.com/ngss>

Savvas Elevate Science

<https://www.savvas.com/index.cfm?locator=PS3eR5&PMDBSOLUTIONID=6724&PMDBSITEID=2781&PMDBCATEGORYID=814&PMDBSUBSOLUTIONID=&PMDBSUBJECTAREAID=&PMDBSUBCATEGORYID=&PMDBProgramId=165441&elementType=programComponents>

# Timeline



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## Quarter 2 Pilot ( Nov 15- Jan 26)

### Teacher Training 1

Smithsonian 12/1

Lab-Aids 12/5

Savvas 11/28

### Teacher Training 2:

Smithsonian 1/4

Lab-Aids 1/12

Savvas 1/11

### School Based Site Visits

WK Dec 5th, WK Jan. 9th, 1/17

### Student Work:

[https://drive.google.com/drive/folders/1JYtNA6YlqVZOjZDe44lXnslwVMjF33KW?usp=share\\_link](https://drive.google.com/drive/folders/1JYtNA6YlqVZOjZDe44lXnslwVMjF33KW?usp=share_link)

### Teacher Surveys :

[https://drive.google.com/drive/folders/1rAYFb0CTXeOUcB5j1RgaucG-L1wt6neG?usp=share\\_link](https://drive.google.com/drive/folders/1rAYFb0CTXeOUcB5j1RgaucG-L1wt6neG?usp=share_link)

# Pilot Schools



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	Smithsonian STMC	Lab Aids SEPUP	Savvas Elevate Science
Grade 6	<b>Melanie Seeger</b> Conte <b>Emma Salvatore</b> Fame	<b>Lorrie Quirk</b> Lincoln Bassett <b>Tim Shortt</b> Hooker	<b>Nancy Wattnem</b> Barnard <b>Alexis Nuhn</b> Barnard
Grade 7	<b>Sarah Johnson</b> Ross Woodward <b>Kerry Martins</b> Beecher	<b>Stephanie Persanti</b> Clinton <b>Tina Taylor</b> Martinez	<b>Suzette Boutin</b> Barnard <b>Colleen Whittel</b> Clemente
Grade 8	<b>Sarah Johnson</b> Ross Woodward <b>Tom Merritt</b> Jepson	<b>Stephanie Persanti</b> Clinton <b>Kristin Satawhite</b> Nathan Hale	<b>Suzette Boutin</b> Barnard Roger Rushworth ESUMS



What are the **strengths** of the program you piloted in your classroom?

What are the **weaknesses or concerns** you have about the program you piloted?

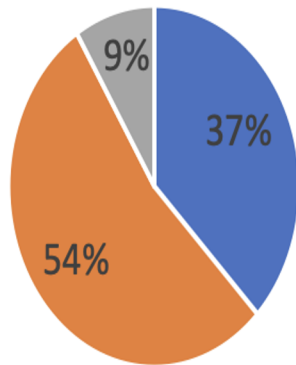
Questions from the Panel

# Supporting Diverse Populations



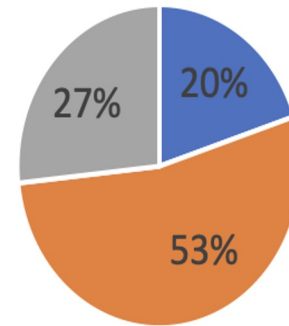
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## Resources of Multilingual Students



■ Lab-Aids ■ Smithsonian ■ Savvas

## Adaptability for Special Education Students



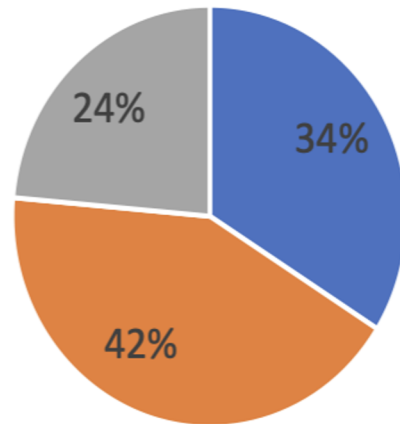
■ Lab-Aids ■ Smithsonian ■ Savvas

# Engagement



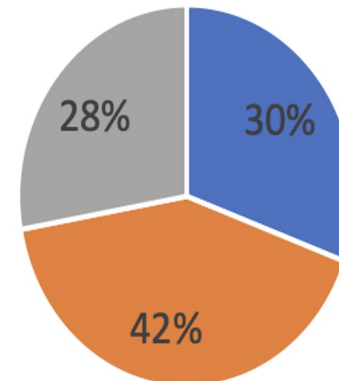
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## Student Engagement with Program



■ Lab-Aids ■ Smithsonian ■ Savvas

## Information/Activities Relevant for Our Students



■ Lab-Aids ■ Smithsonian ■ Savvas

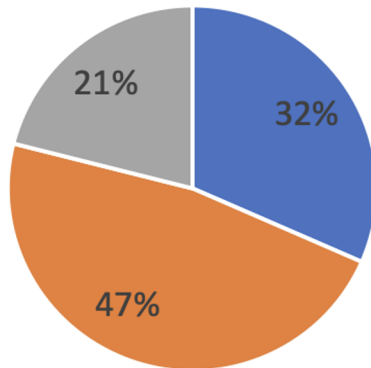


# Math and ELA



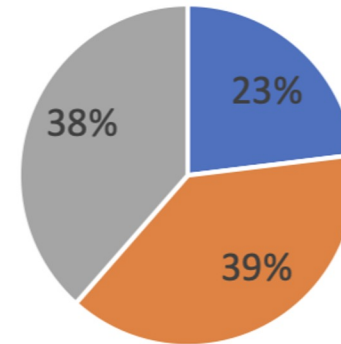
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## Connections to Literacy Curriculum



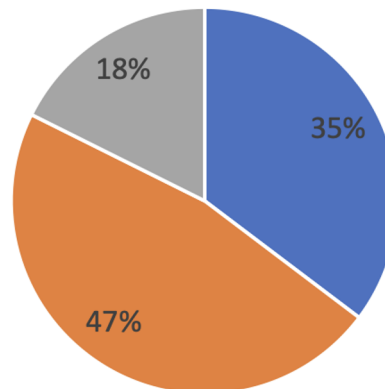
■ Lab-Aids ■ Smithsonian ■ Savvas

## Connections to Math Curriculum



■ Lab-Aids ■ Smithsonian ■ Savvas

## Readability of Resources for Students



■ Lab-Aids ■ Smithsonian ■ Savvas

# Critical Elements



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Varied Assessments that ask Students to Apply Knowledge

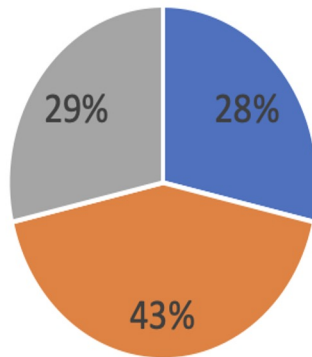
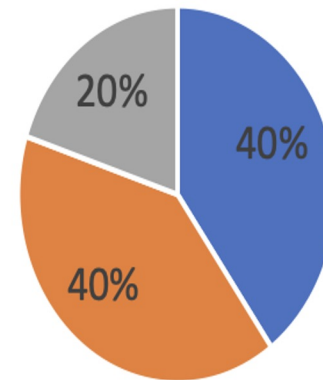


Chart Area

■ Lab-Aids ■ Smithsonian ■ Savvas

Instructional Time



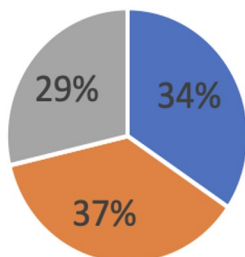
■ Lab-Aids ■ Smithsonian ■ Savvas

# Critical Science Elements



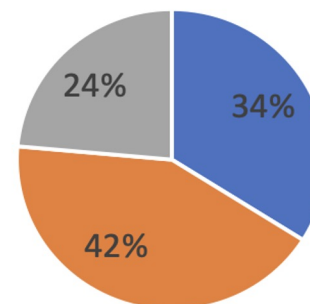
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## Use of Science and Engineering Practices in Daily Lessons



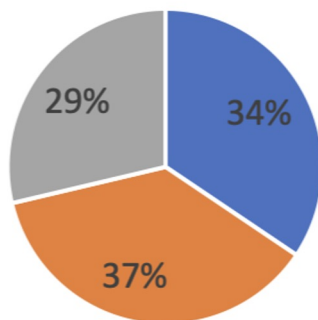
■ Lab-Aids ■ Smithsonian ■ Savvas

## Program Asks Students to Engage in Discussions/Discourse



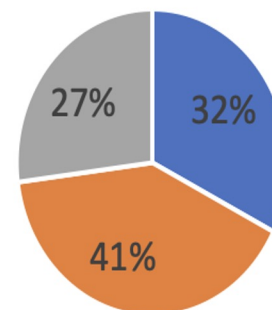
■ Lab-Aids ■ Smithsonian ■ Savvas

## Connections to Real World Activities/Events



■ Lab-Aids ■ Smithsonian ■ Savvas

## Academic Vocabulary Linked to Experience/Activity



■ Lab-Aids ■ Smithsonian ■ Savvas

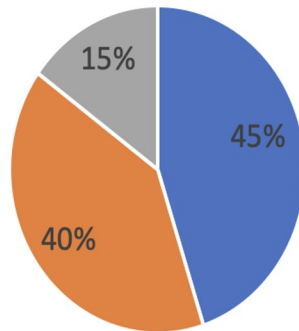


# Easy of Use



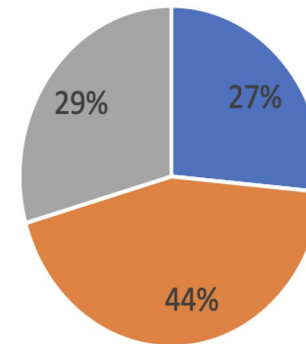
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## Ease of Supply Use in the Classroom



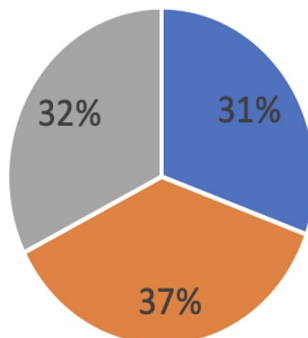
■ Lab-Aids ■ Smithsonian ■ Savvas

## Ease of Use Teachers Manual



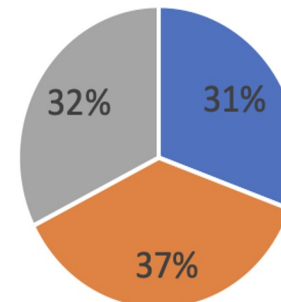
■ Lab-Aids ■ Smithsonian ■ Savvas

## Easy of use of Technology/Online Resources for the Student



■ Lab-Aids ■ Smithsonian ■ Savvas

## Easy of use of Technology/Online Resources for the Teacher



■ Lab-Aids ■ Smithsonian ■ Savvas

# Quotes from Vendors



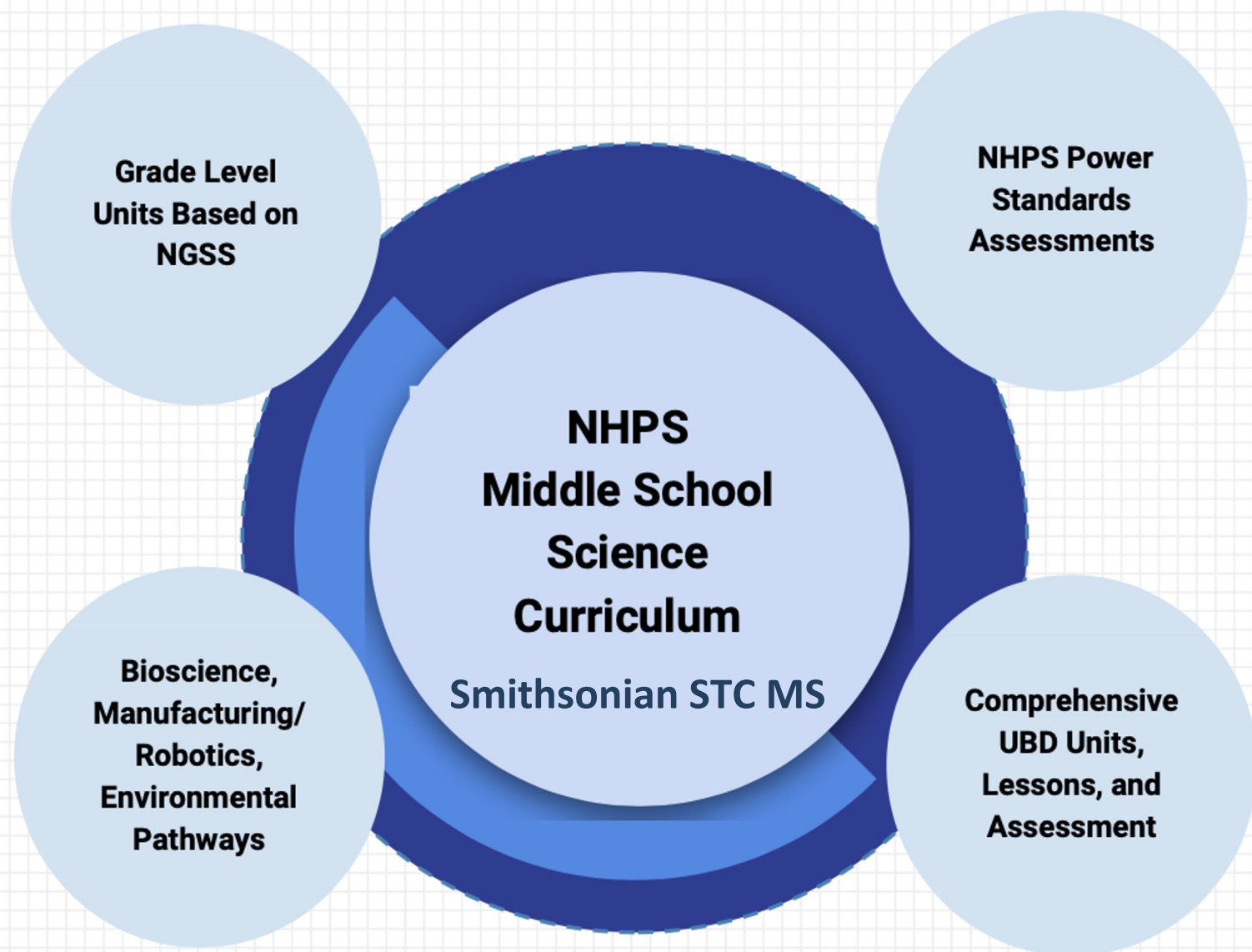
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<b>Lab- Aids (SEPUP)</b>	<p>\$2,159,385.85</p> <p>1 Full day of implementation training, professional learning services with purchase of quote (unspecified)</p> <p>Refurbishments Materials - \$91122.75 Digital Portal - \$3.50 per student per year. \$142,506</p>
<b>Smithsonian STC -MS</b>	<p>\$1,467,245.53</p> <p>55 days training - no cost (in person and online as needed)</p> <p>Refurbishments Materials- \$330,132 Digital - Life of Service Included</p>
<b>Savvas Elevate</b>	<p>\$ 770,298.76</p> <p>\$30,000 for 21 sessions of virtual training Refurbishment student books/Digital - \$682,856</p>

# Comprehensive Middle School Science Curriculum



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***New Haven Public Schools  
Teaching and Learning Committee  
K-3 Reading Pilot Update  
April 26, 2023***

***Dr. Iline Tracey, Superintendent  
Keisha Redd-Hannans, Assistant Superintendent of Curriculum, Instruction, and Assessment  
Lynn Brantley, Supervisor of Literacy***

# STRATEGIC PLAN : SY 2020-2024



NEW HAVEN PUBLIC SCHOOLS

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## Priority Areas for 2020-2024

**1**

**Academic Learning**

**3**

**Youth & Family Engagement**

**5**

**Operational Efficiencies**

**2**

**Culture & Climate**

**4**

**Talented Educators**

[WWW.NHPS.NET](http://WWW.NHPS.NET)

## Preliminary examination of programs from (website from SDE)

- American Reading Company (ARC Core)
- Amplify CKLA
- HMH Into Reading \*
- McGraw Hill Wonders
- SAVVAS My View

\*Added by CSDE after 10/17 Meeting with Vendors

## Reading Expo November 21, 2002 - November 22, 2002

### Programs Chosen

#### HMH Into Reading

Barnard, Beecher, **Clinton, J. Martinez**, Troup, W. Hooker

#### Savvas My View

Bassett, B. Woods, Conte, **J. Daniels**, N. Hale, Truman

- **Selected schools/teachers for cross district diversity that have established educators and building leadership teams**
- **Launch of an initial training of staff to take place in November**
- **Received pilot materials that are being used in classrooms until the end of the school year**
- **Provide student work samples, participate in observations, share feedback through roundtable, etc. (Pilot will continue in classrooms through the end of the school year allowing for additional input to continue through Spring 2023.)**
- **Submit Program Choice for July 2023**

# Summary of PD, Walkthrough and Feedback Opportunities



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- Leadership Training/Check In- 6 sessions
- Teacher Training- 14 sessions (additional job embedded training dates are in process)
- Roundtable with all Constituents- 5 sessions
- Google Feedback Form- 5 opportunities
- Walkthrough- 12 initial during weeks 1-3



# Reviewing Student Work

Host School  
Beecher  
March 22, 2023



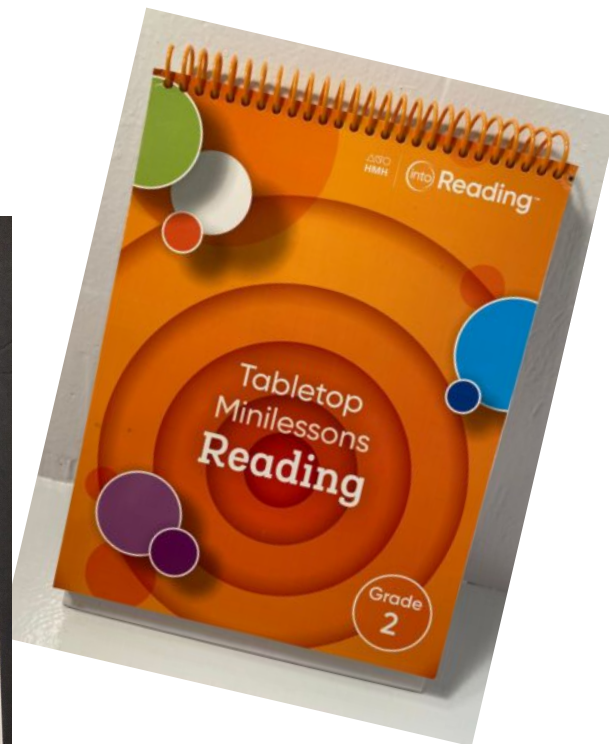


- [New Reading Program Picked for K-5](#) (NHI, Mar 29, 2023)
- [Books in Hand, Teachers Test New Pilot](#) (NHI, Mar 17, 2023)
- [Educating Connecticut: New Haven Schools Working to Get Young Readers Back on Track](#) (WTNH, Feb 17, 2023)
- [Educators Praise Reading Pilot Kickoff](#) (NHI, Jan 30, 2023)
- [Reading Programs Picked For Phonics Pilot | New Haven Independent](#) (NHI, Jan 2, 2023)
- [Choices Narrowed For Schools' Reading Pivot | New Haven Independent](#) (NHI, Dec 1, 2022)
- [New Reading Plan Cautiously Embraced | New Haven Independent](#) (NHI, Sept 30, 2022)
- ["Enhanced" Literacy & Math Plan Pitched | New Haven Independent](#) (NHI, Sept 28, 2022)

# Final Program Selection



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## Teacher Talk With Clinton Avenue

## Summer 2023

- June and August  
Getting Started: Part 1

## Academic Year 2023-2024

### *First Year Supports*

- Getting Started Part 2
- Into Reading Blended Coaching Membership
- HMH Side by Side Coaching

First 100 Day Challenge



***New Haven Public Schools  
Teaching and Learning Committee  
Middle School Mathematics Pilot Update  
April 26, 2023***

***Dr. Iline Tracey, Superintendent***

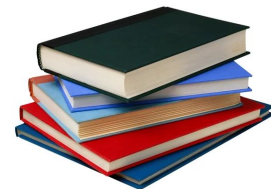
***Keisha Redd-Hannans, Assistant Superintendent of Curriculum, Instruction, and Assessment***

***Monica Joyner, Supervisor of Mathematics***

***Jessica Atnes, District Mathematics Coach***



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# MIDDLE SCHOOL MATH PROGRAM PILOT

## **iReady**

Adopted district-wide  
for K-5  
2nd year of  
implementation  
Piloted 6th grade **ONLY**  
in 8 schools  
Piloted 6th - 8th in 3  
schools



## **enVision**

Adopted for HS  
1st year of  
implementation  
Piloted 6th - 8th in 20  
schools

# FEEDBACK & SELECTION

✓ TEACHERS

✓ COACHES



PRINCIPALS ✓

ASSISTANT  
PRINCIPALS ✓



# Program Comparison

Similar lesson structure, resources, & Unit Assessments

iReady

VS

enVision

## Lesson Starter:

- “Try It” Problem (student exploration)
- Students work independently (pairs or groups) without teacher guidance
- Students discuss strategies
- Teacher strategically selects students to share strategies

## Resources:

- Teacher online access
- Student workbooks
- Each lesson multiple examples
- additional worksheets
- digital lessons that can be assigned by the teacher

**Unit Assessment:** 2 versions - online or printed

## Lesson Starter:

- “Share & Discuss” Problem (student exploration)
- Students work independently (pairs or groups) without teacher guidance
- Students discuss strategies
- Teacher strategically selects students to share strategies

## Resources:

- Teacher online access
- Student workbooks
- Each lesson multiple examples
- additional worksheets
- digital lessons that can be assigned by the teacher

**Unit Assessment:** 2 versions - online or printed

# Program Comparison

Where the programs diverge!

iReady

VS

enVision

## Digital Platform

- very extensive
- user-friendly
- Teachers have access to ALL grade levels (K-8) for pre-requisite lessons and differentiation

## Intervention:

- Students use My Path for tailored instruction.
- My Path lessons are determined by diagnostic results.
- My Path determines where students need to be, not where they want to be as students cannot choose their lessons.

## Digital Platform

- confusing for many teachers
- not easy to navigate
- system is slower and requires a lot more “clicking”

## Intervention

- Students used IXL to work on their “recommended skills”
- Determined by the diagnostic
- However, students had the option of choosing skills at ANY grade level to work on

# Program Comparison

Where the programs diverge!

iReady

VS

enVision

## Diagnostic & Data

- very extensive
- user-friendly
- Staff has access to individual student growth and proficiency data as well as class and school data for coaches and administrators

## Coach Support

- With coaches becoming more adept at the program, they can provide more tailored support to teachers.
- Using 1 program K-8 enables PD that is applicable to all math teachers K-8

## PD and Provider Support

- Hands down far superior
- Very responsive, communicative of program updates and take our suggestions into consideration

## Diagnostic & Data

- EnVision diagnostic was not available with our pilot,
- We used IXL
- IXL gives minimal data and is hard to navigate.

## Coach Support

- Coaches would have to learn 2 programs in order to service both ES and MS teachers
- Having 2 math programs would hinder coaches' ability to provide program specific support to struggling teachers

## PD and Provider Support

- Not as responsive
- Limited

# iReady Data Analysis

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**Present complex data in an  
easy-to-understand way**

<https://watch.screencastify.com/v/VgP7KOW08Zx1fpfr7LE2>



# Middle School Math Program

Results of poll taken during meeting with 38 principals and coaches

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 **enVision** Mathematics

With the option to have MyPath  
& the iReady diagnostic.

 **i-Ready**

# iReady 6th - 8th grade

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- **Structure of program**

Provides opportunities for student exploration, discourse and personalized learning

- **Assessments & Data Analysis**

Provides lesson and unit assessments, diagnostic assessments 3x/year, My Path tailors lessons for students based on assessments, data easily accessible and easy to read/interpret

- **Professional Development & Support**

Exemplary PD, leadership consultancies with individual school teams, very responsive to questions and feedback, keep us apprised of continued improvements



## **Instruction**

### **Student Nutrition and Physical Activity (Student Wellness)**

**Whereas**, New Haven Public Schools recognizes the importance of family involvement to ensure the adoption of healthy lifestyles by our students;

**Whereas**, New Haven Public Schools (NHPS) is committed, through Healthy Kids First, to provide access to healthful foods and opportunities to be physically active in order to grow, learn, and thrive;

**Whereas**, good health fosters student attendance and education;

**Whereas**, obesity rates have doubled in children and tripled in adolescents over the last two decades, and physical inactivity and excessive calorie intake are the predominant causes of obesity;

**Whereas**, heart disease, cancer, stroke, asthma and diabetes are responsible for two-thirds of deaths in the United States and major risk factors for those diseases, including unhealthy eating habits, physical inactivity, and obesity, often are established in childhood;

**Whereas**, in 2003-2004 only 31.8% of New Haven Public School students passed all four physical fitness tests (as compared with 34% for the state)

**Whereas**, 73% of high school students do not participate in sufficient vigorous in-school physical activity;

**Whereas**, a large percentage of children (2 to 19 years) fail to eat a healthy diet consistent with five main recommendations from the United States Department of Agriculture's step to a Healthier You — MY Pyramid;

**Whereas**, school districts around the country are facing significant fiscal and scheduling constraints;

**Whereas**, the “built environment” of today’s communities fail to promote adequate daily physical activity consistent with the recommendations for the Disease Control and Prevention (CDC);



**Whereas**, community participation is essential to the development and implementation of successful school wellness policies; and,

**Whereas**, the Federal Government, in the Child Nutrition and WIC Reauthorization ACT of 2004 (Public law 108-265) requires that all public and private schools participating in the USDA's Child nutrition programs must establish a wellness policy by the first day of the 2006-2007 school year.

## Instruction

### Student Nutrition and Physical Activity (Student Wellness Policy) (continued)

Thus, NHPS is committed to providing school environment that promote and protect children's health, wellbeing, and to learn by supporting healthy eating and increased physical activity. Therefore, it is the policy of the New Haven Public Schools District that:

- The school district will expand on the success of its existing Nutrition Committee by adding student and school board members to join our parents, teachers, food service professionals, health professionals, and other interested community members in continuing to develop, implement, monitor, and review district-wide nutrition and physical activity policies. The expanded committee will become known as the District Wellness Committee.
- The school district will expand on its highly successful "Healthy Kids First" initiative which has earned the district recognition from national and international press, members of Congress, and other parts of the Federal Government by encouraging the development of a Wellness Committee at each school. The District Wide Wellness Committee will provide support, training, and help coordinate the efforts of the site-based committees.
- The school district will sustain its commitment to keeping soda and junk food out of the school day. New Haven has already removed all sod and junk food from its vending machines, its school stores, and its cafeteria service lines as well as from in-school fund-raising activities. We have replaced those with water and 100% fruit juice and baked chips and other healthy snack alternatives as recommended in the Connecticut Healthy Snack Guidelines.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of student; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide, clean, safe, and pleasant settings and adequate time for student to eat. In 2003, New Haven opened the Central Kitchen which centrally cooks and

fast freezes nutritious, better tasting meals to be delivered, heated and served at our schools. New Haven meets the nutrition recommendations of the U.S. Dietary Guidelines for Americans and Connecticut Healthy Snack Guidelines and in many areas exceeds them.

- All Students in grades k-12 will have opportunities, support and encouragement to be physically active on a regular basis.

## Instruction

### Student Nutrition and Physical Activity (Student Wellness Policy) (continued)

- To the maximum extent practicable, all schools in our district will participate in available federal school meal programs (including the School Breakfast Program, National School Lunch Program, including after-school snacks and the Summer Food Service Program. In 2004, the district went to universal free lunch at all elementary and K-8 schools. In 2005, the district started offering universal free lunch at the two comprehensive high schools with combined enrollment of close to 3000 students.
- Schools will provide nutrition education to foster lifelong habits of healthy eating and will establish linkages between health education, school meal programs, and related community services. Nutrition education will also extend to the students' home via workshops for parents, materials given to students and directly sent to parents/guardians such as school menus and other bulletins. The Superintendent's media efforts and the Kids First newsletters will also dedicate time/space to the Healthy Kids First initiative.
- The Board of Education will seek to partner with agencies and other groups in the community to encourage increased physical activity both on the part of the student and their families.
- Schools will provide a quality physical education program that will foster a life long appreciation for physical fitness through participation in fitness activities. Students will acquire the knowledge to lead a healthy and productive lifestyles.

The New Haven Public Schools's Wellness Policy will be carried out through activities planned and implemented by the District-wide Wellness Committee and the network of site-based committees as they are developed. The overall activities will be monitored by the District Wide Wellness Committee (formerly the Nutrition Committee). The Wellness Committees will make a report to the Board of Education at least annually, with input from the site-based committees as they become active.

**Policy Adopted: April 24, 2006**

**NEW HAVEN PUBLIC SCHOOLS  
NEW HAVEN, CONNECTICUT**

## **6142.101 (a)**

### **Instruction**

#### **Student Nutrition and Physical Activity (School Wellness Policy)**

Student wellness, including good nutrition and physical activity, shall be promoted in the district's educational program, school activities, and meal programs. In accordance with federal and state law, it is the policy of the Board of Education to provide students access to healthy foods and beverages; provide opportunities for developmentally appropriate physical activity; and require all meals served by the District meet or exceed the federal nutritional guidelines issued by the U.S. Department of Agriculture and the "Connecticut Nutrition Standards for Foods in Schools," whichever are greater. This policy shall be interpreted consistently with Section 204 of the Healthy, Hunger-Free Kids Act of 2010 (Public Law 111-296)

In developing goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness, the District will, as required, review and consider evidence-based strategies and techniques.

#### **Goals for Nutrition Promotion and Education**

The goals for addressing nutrition education include the following:

- Schools will support and promote good nutrition for students consistent with applicable federal and state requirements and guidelines.
- Schools will foster the positive relationship between good nutrition, physical activity, and the capacity of students to develop and learn.
- Nutrition education will be part of the District's comprehensive standards-based school health education program and curriculum and will be integrated into other

classroom content areas, as appropriate. Schools will link nutrition education activities with existing coordinated health programs or other comparable comprehensive school health promotion frameworks. (A standards-based program is a system of instruction, assessment, grading and reporting based on students demonstrating understanding of the knowledge and skills they are expected to learn.)

## **Goals for Physical Activity**

The goals for addressing physical activity include the following:

- Schools will support and promote an active lifestyle for students.
- Physical education will be taught in all grades and shall include a standards-based, developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle.

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness Policy)**

#### **Goals for Physical Activity** (continued)

- Unless otherwise exempted, all students will be required to engage in the District's physical education program.
- Recess and other physical activity breaks; before and after school activities, and walking and bicycling to schools, where safe to do so, are supported by the Board.
- Schools will work toward providing sixty minutes of physical activity daily for students (as a best practice).

#### **Nutrition Guidelines for Foods Sold in Schools**

**(Option #1: For Districts not implementing healthy food certification program)**

Students will be offered and schools will promote nutritious food choices consistent with the current Dietary Guidelines for Americans and My Plate, published jointly by the U.S. Department of Health and Human Services and the Department of Agriculture, and guidelines promulgated by the Connecticut Department of Education ("Connecticut Nutrition Standards for Foods in Schools") in addition to federal and state statutes and national health organizations. The focus is on moderating calories, limiting fats, sodium and sugars and increasing consumption of nutrient-rich foods such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes. In addition, in order to promote

student health and reduce childhood obesity, the Superintendent or designee shall establish such administrative procedures to control food and beverage sales that compete with the District's nonprofit food service in compliance with the Child Nutrition Act. The District shall restrict the sale of foods of minimal nutritional value as defined by the U.S. Department of Agriculture and will ensure that all foods sold or served to students separately from school meals meet the District's Nutrition Standards. All beverages sold or served to students on school premises will be healthy choices that meet the requirements of state statute and USDA beverage requirements. (Schools must follow whichever requirements are stricter)

**(Option #2:** For districts implementing the healthy food certification program under C.G.S. 10-215f. Replace the previous language, Option #1, with the following.)

Students will be offered and schools will promote nutritious food choices consistent with the current Dietary Guidelines for Americans and My Plate, published jointly by the U.S. Department of Health and Human Services and the Department of Agriculture, and guidelines promulgated by the Connecticut Department of Education ("Connecticut Nutrition Standards for Foods in Schools") in addition to federal and state statutes and national health organizations.



## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness Policy)**

#### **Nutrition Guidelines for Foods Sold in Schools (continued)**

**(Option #2:** For districts implementing the healthy food certification program under C.G.S. 10-215f. Replace the previous language, Option #1, with the following.)  
(continued)

The focus is on moderating calories, limiting fats, sodium and sugars and increasing consumption of nutrient-rich foods such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes. In addition, in order to promote student health and reduce childhood obesity, the Superintendent or designee shall establish such administrative procedures to control food and beverage sales that compete with the District's nonprofit food service in compliance with the Child Nutrition Act. The District shall prohibit the sale of foods of minimal nutritional value as defined by the U.S. Department of Agriculture and will ensure that all foods sold to students separately from school meals meet the Connecticut Nutrition Standards. All beverages sold or served to students on school premises will be healthy choices that meet the requirements of state statute and USDA beverage requirements. (Schools must follow whichever requirements are stricter).

***Note:*** *Districts that participate in Connecticut's healthy food certification must follow the Connecticut Nutrition Standards for all foods sold in schools instead of USDA's Standards for Competitive Foods. The "Connecticut Nutrition Standards" meet or exceed the USDA's competitive food standards.*

**(Option #1:** For districts **not** participating in the healthy foods certification program)

All sources of food sales to students at school must comply with the District Nutrition Standards, including, but not limited to, cafeteria a la carte sales, vending machines, school stores and fundraisers. The District shall ensure that all beverages sold to students comply with the requirements of state statute and USDA beverage requirements. The District shall ensure compliance with allowable time frames for the sale of competitive foods as specified by state law.

This also includes foods and beverages sold in schools during the school day for such events as school fundraisers.

**(Option #2:** If the District implements healthy food certification under CGS Section 10-215f, replace the previous language with the following)

All sources of food sales to students at school must comply with the “Connecticut Nutrition Standards for Food in Schools” including, but not limited to, cafeteria a la carte sales, vending machines, school stores and fundraisers. The District shall ensure that all beverages sold to students comply with the requirements of state statute and USDA beverage requirements. The stricter requirements where different between the state and federal regulations must be followed. The District shall ensure compliance with allowable time frames for the sale of competitive foods as specified by state law.

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness Policy) (continued)**

#### **Reimbursable School Meals**

Reimbursable school meals served shall meet, at a minimum, the nutrition requirements and regulations for the National School Lunch Program and/or School Breakfast Program.

#### **Marketing**

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA “Smart Snacks in School” nutrition standards. Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. As the District/School Nutrition Services/Athletic Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

#### **Monitoring**

The Board designates the Superintendent or his/her designee to ensure compliance with this policy and its administrative regulations. He/She is responsible for retaining all documentation of compliance with this policy and its regulations, including, but not limited to, each school's three-year assessment and evaluation report and this wellness policy and plan. The Superintendent will also be responsible for public notification of the three-year assessment and evaluation report, including any updates to this policy made as a result of the Board's three-year assessment and evaluation.

The District shall develop a plan designed to achieve the involvement requirements in the development, implementation, monitoring, and assessment of this policy.

The Superintendent or designee shall provide periodic implementation data and/or reports to the Board concerning this policy's implementation sufficient to allow the Board to monitor and adjust the policy. The District, as required, will retain records and documents pertaining to the wellness policy which shall include the written school wellness policy, documentation demonstrating compliance with community involvement requirements, documentation of the triennial assessment of the wellness policy and documentation to demonstrate compliance with the annual public notification requirement.

### **Non-sold Foods and Beverages**

Non-sold foods and beverages brought into the schools by students and other persons for such events as birthdays and classroom celebrations shall comply with federal nutrition standards. (Note: This is a recommendation, not a requirement.)

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness Policy)**

#### **Community Input**

The Superintendent or designee will provide opportunities, suggestions and comments concerning the development, implementation, periodic review and improvement of the school wellness policy from community members, including parents, students, and representatives of the school food authority, teachers of physical education, school health professionals, members of the Board of Education, school administrators, and the public. This is best achieved through the establishment of a standing wellness committee, with membership as listed above. Efforts shall be made to improve community involvement.

#### **Evaluation of Wellness Policy**

In an effort to measure the implementation of this policy, the Board of Education designates the [Superintendent, district principal] as the [person, people] who will be responsible for ensuring that each school meets the goals outlined in this policy. To ensure continuing progress, the District will evaluate implementation efforts and their impact on students and staff at least every three years.

The District will make available to the public the results of the three-year assessment and evaluation including the extent to which the schools are in compliance with policy and a description of the progress being made in attaining the goals of this policy.

The School Wellness Policy shall be made available annually, at a minimum, to students and families by means of school registration, student handbooks and the Board's website. This availability shall include the policy, including any updates to and about the wellness policy and the Triennial Assessment, including progress toward meeting the goals of this policy. In addition, the annual notification shall include a description of each school's progress in meeting the wellness policy goals; summary of each school's wellness events or activities; contact

information for the leader(s) of the wellness policy team; and information on how individuals and the public can get involved.

(cf. 3542 – Food Service)

(cf. 3542.33 – Food Sales Other Than National School Lunch Program)

(cf. 3542.34 – Nutrition Program)

(cf. 3542.45 – Vending Machines)

(cf. 6142.6 – Physical Education)

(cf. 6142.61 – Physical Activity)

(cf. 6142.62 – Recess/Unstructured Time)

(cf. 6142.10 – Health Education)

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness Policy)**

Legal Reference: Connecticut General Statutes  
10-16b Prescribed courses of study.  
10215 Lunches, breakfasts and the feeding programs for public school children and employees.  
10-221 Boards of education to prescribe rules, policies and procedures.  
10215a Nonpublic school participation in feeding program.  
10215b Duties of state board of education re: feeding programs.  
10216 Payment of expenses.  
10-215e Nutrition standards for food that is not part of lunch or breakfast program.  
10-215f Certification that food meets nutrition standards.  
10-221o Lunch periods. Recess.  
10-221p Boards to make available for purchase nutritious, low-fat foods.  
10-221q Sale of beverages.  
Regulations of Connecticut State Agencies  
10-215b-1 Competitive foods.  
10-215b-23 Income from the sale of food items.  
National School Lunch Program and School Breakfast Program; Competitive Food Services. (7 CFR Parts 210.11 and 220.12,) The Child Nutrition and WIC Reauthorization Act of 2004, Public Law 108-265  
Nutrition Standards in the National School Lunch and School Breakfast Programs, 7 CFR Parts 210 & 220  
Healthy, Hunger-Free Kids Act of 2010, P.L. 111-296, 42 U.S.C. 1751  
Child Nutrition Act of 1966 (as amended by P.L. 108-269, July 2, 2004)  
School Breakfast Program, 7 C.F.R. Part 220 (2006)  
National School Lunch Program or School Breakfast Program: Nutrition Standards for All Foods Sold in School (Federal Register, Vol. 78, No. 125, June 28, 2013)  
Child Nutrition Programs: Flexibilities for Milk, Whole Grains and Sodium Requirements (Federal Register, Vol. 83, No. 238, December 12, 2018)

## Local School Wellness Policy Requirements, 42 U.S.C. 1758b

Policy adopted:



## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness)**

The District promotes healthy schools by supporting wellness, good nutrition and regular physical activity as a part of the total learning environment. The District supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. By facilitating learning through the support and promotion of good nutrition and physical activity, schools contribute to the basic health status of children. Improved health optimizes student performance potential and ensures that all children are healthy and hunger free.

### **National School Lunch Program and School Breakfast Program**

Reimbursable meals served in the U.S. Department of Agriculture's (USDA) National School Lunch Program (NSLP) and School Breakfast Program (SBP) will follow the USDA meal pattern requirements and nutrient standards in accordance with the Healthy, Hunger-Free Kids Act of 2010, as amended. Menu planning, purchasing procedures and production techniques for school meals will be used to decrease fat, saturated fat, trans fat, sodium and sugars, and to increase fiber. In addition, school meals shall:

- Be appealing and appetizing to children;
- Meet at a minimum, the nutrition requirements established by the USDA for federally-funded programs;
- Include only unflavored low-fat (1%) and fat-free (nonfat) milk flavored or unflavored, which contain no more than 4 grams of sugar per ounce and no artificial sweeteners, that meets the requirements of the state beverage statute and federal regulation;

New federal rule allows flavored low fat (1%) milk effective during the 2019-2020 school year.

- Ensure, beginning in the 2019-2020 school year, that at least half of the weekly served are whole grains and that the remaining grain items offered must be enriched.

**Note:** Schools already offering all grains or whole-grain rich do not have to change their menus as a result of the amended final rule.

- Reduce the levels of sodium, saturated fats and trans fats in meals; (per Department of Agriculture Nutrition Standards and Connecticut Nutrition Standards, which are the same);

Note: Sodium Target 1 is retained through the end of the 2023 school year. Districts are required to comply with sodium Target 2 beginning with the 2024-2025 school year, commencing July 1, 2024.

- Offer a variety of fruits and vegetables; (Meet specific requirements about different types required)
- Meet the nutrition needs of school children within their calorie requirements (per Department of Agriculture Nutrition Standards and Connecticut Nutrition Standards which are the same);
- Contain 0 percent trans fats;

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness)**

#### **National School Lunch Program and School Breakfast Program (continued)**

- Bake or steam all cooked foods; and
- Purchase or obtain fresh fruits and vegetables from local farmers, when practical.

Menus shall be planned to be appealing and attractive to children and will incorporate the basic menu planning principles of balance, variety, contrast, color and eye appeal. Menus shall be planned with input from students, parents and other school personnel and shall take into account students' cultural norms, ethnic favorites and preferences. Schools shall engage students and parents, through surveys, taste-tests and other activities, in selecting foods sold through the school meal programs in order to identify new, healthful and appealing food choices. Meal patterns and nutrition standards of federal regulations will be fulfilled as required. Proper procurement procedures and preparation methods will be used to decrease excess fat, calorie and sodium levels in food.

The District will share and publicize information regarding the nutrition content of school meals with students, families and school staff. The information will be available in a variety of forms that can include handouts, the school website, articles, school newsletters, presentations and through any other appropriate means available to reach families. Nutrition information for a la carte foods and beverages sold in schools will also be available.

Special dietary needs of students will be accommodated according to the USDA document "Accommodating Children with Special Dietary Needs in School Nutrition Programs."

With parental permission and appropriate medical documentation, modified meals shall be prepared for students with food allergies or other special dietary needs. The medical statement

must identify the student's disability, state why the disability restricts the student's diet, identify the major life activity affected by the disability, and state the foods to be omitted and the food or choices of foods that must be substituted.

The District shall help ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn. Schools will:

- to the extent possible, and within state law, operate and promote the USDA School Breakfast Program;
- Use methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom, "grab-and-go" breakfast, or breakfast during morning break or recess;
- notify parents and students of the availability of the School Breakfast Program (if the school serves breakfast to students); and
- encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness)**

#### **National School Lunch Program and School Breakfast Program (continued)**

- Inform families of the availability and location of Summer Food Service Program meals in accordance with the Healthy, Hunger-Free Kids Act of 2010. Schools in which more than 50 percent of students are eligible for free or reduced-price school meals will sponsor the Summer Food Service Program when feasible.
- Provide the After School Meal Program, when it becomes available, in accordance with the Healthy Hunger-Free Kids Act of 2010. *(optional)*

#### **Cafeteria A La Carte Sales**

**(Option 1:** If the District does **not** implement the healthy food certification program)

The school food service program must follow the District's nutrition standards when determining the items for a la carte sales. All beverages sold to students in school meals and as a la carte sales must meet the requirements of state statute and USDA beverage requirements. (Schools must follow whichever are stricter.)

**(Option #2:** If the District implements healthy food certification under CGS Section 10-215f, replace the previous language above with the following.)

The school food service program must follow the Connecticut Nutrition Standards when determining the items for a la carte sales. All beverages sold to students in school meals and as a la carte sales must meet the requirements of state statute and USDA requirements for a la carte foods.

At all times when food is available for purchase by students during the school day, nutritious and low-fat foods must also be available for sale at the same time. These foods may include, but shall not be limited to, low-fat dairy products and fresh or dried fruit.

All snacks and a la carte foods must meet USDA Smart Snacks Standards.

In accordance with Connecticut State Statute, the sale of beverages, as part of school meals and as a la carte sales, shall be limited to the following five categories:

1. milk, low-fat (1%) unflavored or nonfat which may be flavored or unflavored but contains no artificial sweeteners and no more than 4 grams of sugar per fluid ounce; (federal regulation require non-fat or 1% low fat milk)\* The new federal rule allows, beginning in the 2019-2020 school year flavored low-fat (1%) milk.
2. nondairy milks, such as soy or rice milk, which may be flavored or unflavored but contains no artificial sweeteners, no more than 4 grams of sugar per fluid ounce, no more than 35% of calories from fat per serving, and no more than 10% of calories from saturated fat per serving;\*

*\*(Consult the CSE's List of Acceptable Foods and Beverages for allowable products.)*

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness) (continued)**

3. 100% fruit or vegetable juice or combination of such juices, containing no added sugars, sweeteners, or artificial sweeteners;\*
4. beverages that contain only water and fruit or vegetable juice and have no added sugars, sweeteners, or artificial sweeteners; and\*
5. water, which may be flavored but must contain no added sugars, sweeteners, artificial sweeteners, or caffeine.\* ***(Note: The Federal Healthy, Hunger-Free Kids Act of 2010 requires schools to make free portable water available where meals are served for schools participating in the federal and school lunch program.)***

***Note:*** The beverage requirements of CGS Section 10-221q apply to all public schools, regardless of whether the district certifies for the healthy food option under CGS 10-215f.

### **Lunchroom Climate**

A lunchroom environment that provides students with a relaxed, enjoyable climate shall be developed. It is encouraged that the lunchroom environment be a place where students have:

- adequate space to eat and pleasant surroundings;
- appropriate supervision; and
- convenient access to hand washing facilities before meals.

### **Meal Schedules**

Meal periods shall be scheduled at appropriate hours. In compliance with federal regulations, lunch must be scheduled between 10:00 a.m. and 2:00 p.m. in all schools. Pursuant to state

statute, schools are required to provide all full day students a daily lunch period of not less than 20 minutes. Activities such as tutoring, clubs or organizational meetings or activities shall not be scheduled during meal times unless students may eat during such activities.

### **Qualifications of Food Service Staff**

Qualified nutrition professionals shall administer the school meal programs. As part of the school district's responsibility to operate a food service program, continuing professional development shall be provided for all nutrition professionals in schools. Such training shall involve all individuals working in the cafeteria, including monitors, so that all are aware of the requirements of the school wellness policy. Staff development programs shall include appropriate certification and/or training programs for school food service directors, managers and cafeteria workers, according to their levels of responsibility. (See USDA's Professional Standards for School Nutrition Professionals website.)



## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness) (continued)**

#### **Training for Food Service Staff**

All food service personnel, including volunteers and monitors, shall have adequate pre-service training in food service operations and regularly participate in professional development activities that address requirements for Child Nutrition Programs, menu planning and preparation, food safety, strategies for promoting healthy eating behaviors and other appropriate topics.

#### **Summer Food Service Program**

Schools in which more than 50 percent of students are eligible for free or reduced-price school meals shall/may sponsor the Summer Food Service Program for at least six weeks between the last day of the academic school year and the first day of the following school year, and preferably throughout the entire summer vacation.

#### **Other Foods Offered or Sold**

To create a school environment that supports the promotion of healthy food and beverage choices for children, it is important to consider all venues where food and beverages are consumed or sold. The District's nutrition standards apply to all food served to students on school premises, including but not limited to, cafeteria a la carte sales, vending machines, school stores, fundraisers, activities and classroom snacks. All beverages sold or served to students at school shall meet the requirements of state statute and federal regulations at all times, whichever are stricter.

***If the District allows beverage exemptions under CGS Section 10-221q, replace the previous language with the following:***

To create a school environment that supports the promotion of healthy food and beverage choices for children, it is important to consider all venues where food and beverages are consumed or sold. The District's nutrition standards apply to all food sold or served to students on school premises, including but not limited to, cafeteria a la carte sales, vending machines, school stores, fundraisers, activities and classroom snacks.

All beverages sold or served to students at school shall meet the requirements of state statute and federal regulations, whichever are stricter, unless they are sold at the location of an event occurring after the end of the regular school day or on the weekend, provided the beverages are not sold from a vending machine or school store. The District strongly encourages the sale or distribution of nutrient-dense foods, such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes.

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness)**

#### **Other Foods Offered or Sold (continued)**

*If the District implements healthy food certification under CGS Section 10-215f, replace the previous language with one of the following:*

**Option 1 (District does NOT allow food and beverage exemptions):** To create a school environment that supports the promotion of healthy food and beverage choices for children, it is important to consider all venues where food and beverages are consumed or sold. The Connecticut Nutrition Standards apply to all food sold or served to students on school premises, including but not limited to, cafeteria a la carte sales, vending machines, school stores, fundraisers, activities and classroom snacks. All beverages sold or served to students at school shall meet the requirements of state statute and federal regulations at all times, whichever are stricter. The District strongly encourages the sale or distribution of nutrient-dense foods, such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes.

**Option 2 (District DOES allow food and beverage exemptions):** To create a school environment that supports the promotion of healthy food and beverage choices for children, it is important to consider all venues where food and beverages are consumed or sold. The Connecticut Nutrition Standards apply to all food sold or served to students on school premises, including but not limited to, cafeteria a la carte sales, vending machines, school stores, fundraisers, activities and classroom snacks. All beverages sold or served to students at school shall meet the requirements of state statute and federal regulations, whichever are stricter, at all times. However, beverages not meeting the requirements of state statute and foods not meeting the Connecticut Nutrition Standards may be sold or served at the location of an event occurring after the end of the regular school day or on the weekend provided they are not sold from a vending machine or school store. The District strongly encourages the sale or distribution of nutrient-dense foods, such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes.

Pursuant to state statute (CGS 10-221p), whenever any group makes foods available for purchase in a school during the school day, low-fat dairy products and fresh or dried fruits must also be available in the school at the same time for purchase by students. "Foods available for purchase" include, but are not limited to, foods sold in cafeterias, vending machines, school stores, fundraisers and any other food sales during the school day. This includes the following:

- If a snack machine with food items is available for use by students during the school day, the school must also have non-fat or low-fat dairy products and fresh or dried fruit available for purchase. When the snack machine is operating outside of cafeteria hours, schools must make alternate provisions to offer non-fat or low-fat dairy products and fresh or dried fruit for sale at the same time.
- School stores that sell food to students must ensure that non-fat or low-fat dairy products and fresh or dried fruit are available for purchase either in the store itself or elsewhere in the school, while the school store is selling food.

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness) (continued)**

#### **Access to Drinking Water**

The Federal Healthy Hunger Free Kids Act of 2010 requires schools to make free potable water available where meals are served for schools participating in the Federal School Lunch Program.

Outside of the cafeteria and meal times, students and staff will have access to safe, fresh drinking water throughout the school day. Fluoridated or bottled water that does not contain added sugars, sweeteners, artificial sweeteners, or caffeine, should be made available for purchase by students and staff.

#### **Foods Brought Into School**

The District shall encourage families to pack healthy lunches and snacks and to refrain from including beverages that do not meet the requirements of state statute or foods that do not meet the District's nutrition standards. Classroom snacks if provided to all children, must only include healthy choices that meet the state requirements for allowable beverages and the District's nutrition standards.

District policy is that the foods will/should also meet the Smart Snacks standards and the Connecticut Healthy Food Certification standards.

If food is brought from home to be shared with other students, the District shall develop procedures to ensure that all food is safe.

### **Sharing of Foods**

Schools shall discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns with allergies and other restrictions on some children's diets.

### **Fundraising**

Fundraising activities will support healthy eating and wellness. Schools will promote the sale of non-food items for school-sponsored fundraising. School fundraising activities shall not involve food or beverages or shall only use foods that meet the USDA Smart Snacks nutrition standards and beverages that meet the requirements of state statute and federal regulations. Schools shall encourage fundraising activities that promote physical activity. The District shall make available to students, parents, teachers and school groups a list of ideas for acceptable fundraising activities, such as healthy foods and beverages or alternate nonfood fundraisers. Any fundraising requires administrative approval. Fundraisers subject to this rule are those sold during the school day on school grounds. School day is defined as from midnight the night before to 30 minutes after the end of school.

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness)**

#### **Fundraising (continued)**

***If the District allows beverages exemptions under CGS Section 10-221q, replace the previous language with the following:***

School fundraising activities shall not involve food or beverages or shall only use foods that meet the District's nutrition standards and beverages that meet the requirements of state statute and federal regulations. However, beverages not meeting the requirements of state statute and federal regulations can be sold as fundraisers on school premises if they are sold at the location of an event occurring after the end of the regular school day or on the weekend, provided they are not sold from a vending machine or school store. Schools shall encourage fundraising activities that promote physical activity. The District shall make available to students, parents, teachers and school groups a list of ideas for acceptable fundraising activities, such as healthy foods and beverages or alternate nonfood fundraisers.

***If the District implements healthy food certification under CGS Section 10-215f, replace the previous language with one of the following:***

**Option 1 (District does NOT allow food and beverage exemptions):** School fundraising activities shall not involve food or beverages or shall only use foods that meet the Connecticut Nutrition Standards and beverages that meet the requirements of state statute and federal regulations. Schools shall encourage fundraising activities that promote physical activity. The District shall make available to students, parents, teachers and school groups a list of ideas for acceptable fundraising activities, such as healthy foods and beverages or alternate nonfood fundraisers.

**Option 2 (District DOES allow food and beverage exemptions):** School fundraising activities shall not involve food or beverages or shall only use foods that meet the Connecticut Nutrition Standards and beverages that meet the requirements of state statute and federal regulations. However, food items that do not meet the Connecticut Nutrition Standards and beverages not meeting the requirements of state statute and federal regulations can be sold as fundraisers on school premises if they are sold at the location of an event occurring after the end of the regular school day or on the weekend, provided they

are not sold from a vending machine or school store. Schools shall encourage fundraising activities that promote physical activity. The District shall make available to students, parents, teachers and school groups a list of ideas for acceptable fundraising activities, such as healthy foods and beverages or alternate nonfood fundraisers.

Competition with nutritious meals served by the school food services operations must be minimized. Income from any competitive foods or beverages sold from 30 minutes prior to the start of any state or federally subsidized milk or meal program until 30 minutes after the end of the program must accrue to the food service account.



## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness) (continued)**

#### **Concessions**

Organizations operating concessions at school functions after school or on weekends should include at least 50 percent healthy beverages and foods, according to the approved nutrition standards in their offerings. It is recommended that groups market these healthy options at a lower profit margin to encourage selection by students. Beverages sold at concessions on school premises must meet the requirements of state statute.

***If the District allows beverage exemptions under CGS Section 10-221q, replace the previous language with the following:***

Organizations operating concessions at functions on school premises after school or on weekends should include at least some healthy food and beverage choices in their offerings. It is recommended that groups market these healthy options at a lower profit margin to encourage selection by students.

***If the District implements healthy food certification under CGS Section 10-215f, replace the previous language with the following:***

Organizations operating concessions at functions on school premises must sell only those food items that meet the Connecticut Nutrition Standards and beverages that meet the requirements of state statute and federal regulations.

***If the District implements healthy food certification under CGS Section 10-215f AND allows food and beverage exemptions, replace the previous language with the following:***

Food items that do not meet the Connecticut Nutrition Standards and beverages that do not meet the requirements of state statute and federal regulations can be sold at concessions operated at the location of an event that occurs after the school day or on the weekend, provided they are not sold from a vending machine or school store. Organizations operating concessions at school functions after school or on weekends should include at least some healthy food choices in their offerings. It is recommended that groups market these healthy options at a lower profit margin to encourage selection by students.

## **Teacher-to-Student Incentives and Punishments**

Teachers and staff shall not use foods or beverages as rewards for academic performance or good behavior, unless this practice is allowed by a student's individualized education plan (IEP). The use of sugar-sweetened beverages or candy as a classroom reward at any school is not appropriate. Alternative rewards shall be developed and promoted.

Schools shall not withhold foods or beverages (including food served through school meals) as a punishment.

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness)**

#### **Student Nutrition Education and Promotion**

Nutrition education and promotion shall be offered as part of a planned, ongoing, systematic, sequential, standards-based, comprehensive school health education program designed to provide students with the knowledge and skills necessary to promote and protect their health. Nutrition education shall use national or state-developed standards, such as the Connecticut State Department of Education's Healthy and Balanced Living Curriculum Framework. The District shall develop and implement a comprehensive, developmentally appropriate, curriculum approach to nutrition in all grades. Students shall be able to demonstrate competency through application of knowledge, skill development and practice.

The nutrition education program shall focus on students' eating behaviors, be based on theories and methods proven effective by published research, and be consistent with the state's/district's comprehensive school health education standards/guidelines/curriculum framework. Nutrition themes include but are not limited to:

- |   |   |
|---|---|
| · My Plate and the Dietary Guidelines for Americans (Healthy Eating Plan) | · Identify and limit foods of low nutrient density  |
| · Healthy heart choices   | · Food labels   |
| · Sources and functions of major nutrients                                | · Multicultural influences  |
| · Guide to a healthy diet   | · Serving sizes   |
| · Diet and disease  | · Proper food safety and sanitation   |
| · Understanding calories  | · Body-size acceptances, healthy weight and dangers of unhealthy weight-control practices |
| · Healthy snacks  |   |

The District nutrition policy reinforces nutrition education to help students practice these themes in a supportive school environment. Nutrition education shall also be included in other

classroom content areas such as math, science, language arts, social sciences, family and consumer sciences and elective subjects. Instructional staff is encouraged to integrate nutritional themes into daily lessons when appropriate, to reinforce and support health messages.

The school District shall assess all nutrition education lessons and materials for accuracy, completeness, balance and consistency with the state's/district's educational goals and curriculum standards. Materials developed by food marketing boards or food corporations that contain any commercial or branded messages shall not be used.

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness)**

#### **Student Nutrition Education (continued)**

##### **Educational Reinforcement**

School instructional staff members shall collaborate with agencies and groups conducting nutrition education in the community to send consistent messages to students and their families. Guest speakers and performers invited to address students shall receive appropriate orientation to relevant district policies. School staff members shall be encouraged to coordinate with other agencies and community groups to provide opportunities for student volunteer work related to nutrition, such as assisting with food recovery efforts and preparing nutritious meals for home-bound people. School officials shall disseminate information to parents, students and staff members about community programs that offer nutrition assistance to families.

##### **Nutrition Promotion**

The school District shall conduct nutrition education activities and promotions that involve parents, students and the community. The District shall participate in programs that promote and reinforce student health, such as Team Nutrition and the Healthier US School Challenge. The school team responsible for planning nutrition activities shall ensure interdisciplinary collaboration by including school food service, school nurses, health and physical education teachers, family and consumer sciences teachers, and other appropriate school staff members.

##### **Consistent Health Messages**

Students shall receive positive, motivating messages, both verbal and nonverbal, about healthy eating and physical activity throughout the school environment. All school personnel shall help

reinforce these positive messages. Foods and beverages sold or served at school shall not contradict healthy eating messages. The school district shall not use practices that contradict messages to promote and enjoy physical activity; for example, withholding recess or using physical activity as punishment (e.g., running laps, doing pushups).

### **Food and Beverage Marketing in Schools**

The District is committed to providing a school that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on district property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. Any foods and/or beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School Nutrition standards. [or include a more stringent standard, decided by the District, that eliminates the marketing of look-alike Smart Snacks and/or eliminates the advertising of all brands that do not meet USDA Smart Snacks in School standards both within or outside of schools.]

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness)**

#### **Food and Beverage Marketing in Schools (continued)**

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays such as on vending machine exteriors.
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards.

***(Note:** Immediate replacement of these items is not required; however, districts will replace or update scoreboards or other durable equipment when contracts are up for renewal or to the extent that it is financially possible over time so that items are in compliance with the marketing policy.)*

- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the District Nutrition Services/Athletics Department/PTA/PTO review existing contracts and considers new contracts, equipment and product purchasing and/or replacement, decisions should reflect the applicable marketing guidelines established by the District wellness policy.

### **Staff as Role Models**

The school district shall build awareness among teachers, food service staff, coaches, nurses and other school staff members about the importance of nutrition, physical activity and body-size acceptance to academic success and lifelong wellness. School staff members shall be encouraged to model healthy eating and physical activity behaviors.



## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness) (continued)**

#### **Education Links with School**

The nutrition education program links with school meal programs, other school foods, and nutrition-related community services that occur outside the classroom or that link classroom nutrition education to the larger school community, such as school gardens, cafeteria-based nutrition education and after-school programs. Nutrition education shall be offered in the school cafeteria and classroom, with coordination between school food service and teachers. The district shall link nutrition education with other coordinated school health initiatives.

#### **Professional Development for Teachers**

The District shall include appropriate training for teachers and other staff members. Staff members responsible for nutrition education shall be adequately prepared and shall regularly participate in professional development activities to effectively deliver the nutrition education program as planned. Preparation and professional development activities shall provide basic knowledge of nutrition, combined with the development of skills and adequate time to practice skills in program-specific activities. Training shall include instructional techniques and strategies designed to promote healthy eating behaviors. Staff members providing nutrition education shall not advocate dieting behaviors or any specific eating regimen to students, other staff members or parents.

#### **Staff Wellness**

The District highly values the health and well-being of every staff member and shall plan and implement activities and policies that support personal efforts by staff members to maintain a healthy lifestyle and that encourage staff members to serve as role models.

### **Partnering with Community Organizations**

Schools shall partner with community organizations (e.g., local businesses, faith-based organizations, libraries, local health departments, local colleges and their students, and local health care providers) to provide consistent health messages and support school-based activities that promote healthy eating and physical activity.

### **Engaging Students**

Schools shall consider student needs in planning for a healthy school environment. Students shall be asked for input and feedback through the use of student surveys and other means, and attention shall be given to their comments. Key health messages shall be promoted by coordinating classroom and cafeteria, and through planned promotions such as health fairs, nutrition initiatives, programs and contests.

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness) (continued)**

#### **Parent Nutrition Education**

The District shall encourage family involvement to support and promote healthy eating and physical activity habits. The District shall support families' efforts to provide a healthy diet and daily physical activity for their children through effective two-way communication strategies that allow sharing of information from school to home and from home to school.

Nutrition education will be provided to parents beginning at the elementary or pre-k level. The goal will be to continue to educate parents throughout the elementary, middle and high school levels. Nutrition education may be provided in the form of handouts, postings on the District website or presentations that focus on nutritional value and healthy lifestyles. Additional strategies are suggested in the Connecticut State Department of Education's "Action Guide for School Nutrition and Physical Activity Policies" (page 139) at:

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=320754#Action>.

The District shall provide information about physical education and other school-based physical activity opportunities before, during and after the school day, and shall support families' efforts to provide their children with opportunities to be physically active outside of school. Such supports shall include sharing information about physical activity and physical education through a website, newsletter or other take-home materials, special events or physical education homework.

#### **Family and Community Involvement**

In order to promote family and community involvement in supporting and reinforcing nutrition education in the schools, the building Principal is responsible for ensuring:

1. Nutrition education materials and cafeteria menus are sent home with students;
2. Parents are encouraged to send healthy snacks/meals to school;
3. Parents and other family members are invited to periodically eat with their student in the cafeteria;
4. Families are invited to attend exhibitions of student nutrition projects or health fairs;
5. Nutrition education workshops and screening services are offered;
6. Nutrition education homework that students can do with their families is assigned (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes, etc.);
7. School staff collaborate with agencies and groups conducting nutrition education in the community to send consistent messages to students and their families; and

**R6142.101(o)**

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness) (continued)**

8. School staff are encouraged to cooperate with other agencies and community groups to provide opportunities for student volunteer or paid work related to nutrition, as appropriate.

Many additional strategies are found in the “Action Guide for School Nutrition and Physical Activity Policies.” (page 141)

### **School District Wellness Committee (District Health Advisory Council)**

With the purposes of monitoring the implementation of the District’s policy, evaluating policy progress, serving as a resource to school sites, and revising the policy as necessary, a District-wide representative wellness committee shall be established and maintained or the District shall work within an existing school health committee. *(Required by federal law only for districts that participate in the USDA child nutrition programs.)* The committee will meet a minimum of four times annually to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of the District level wellness policy (wellness policy). Committee membership will represent all school levels and include to the extent possible, but not be limited to:

- District Food Service Coordinator
- Parent representative from each school level
- Student representative from each school level
- Staff member representative from each school level
- Administrative Representatives, (Superintendent, principal, vice-principal)
- Physical Education and Health Program Leader
- School health professionals (nurses, physicians, dentists)
- Health Education Coordinator/Teacher
- Physical Education Coordinator/Teacher
- Other individuals appropriate to the evaluation process
- Board of Education Members
- Any interested member of the public
- Mental health and social services staff (school counselors, psychologists, social workers, psychiatrists)

**Optional:** Each school within the District will establish an ongoing School Wellness Committee that convenes to review issues, in coordination with the District Wellness Committee.

The Superintendent, or his/her designee, will convene the District Wellness Committee and facilitate development of and updates to the wellness policy, and will ensure each school's compliance with the policy. Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy.

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness) (continued)**

#### **Wellness Policy Implementation, Monitoring, Accountability & Community Engagement**

##### **Implementation**

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use the Healthy Schools Program online tools to complete a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation and generate an annual progress report.

##### **Recordkeeping**

The District will retain records to document compliance with the requirements of the wellness policy at the District's Administrative Offices. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods the District uses to make stakeholders aware of their ability to participate on the District Wellness Committee;
- Documentation to demonstrate compliance with the annual public notification requirements;

- The most recent assessment on the implementation of the local school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

**Annual Notification of Policy**

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the District website and/or district-wide communications. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District's (or schools') events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District/school officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness)**

#### **Wellness Policy Implementation, Monitoring, Accountability & Community Engagement** (continued)

##### **Triennial Progress Assessments**

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include;

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is (list the person responsible here, their title, and their contact information). The District Wellness Committee, in collaboration with individual schools, will monitor schools' compliance with this wellness policy. The District [or school] will actively notify households/families of the availability of the triennial progress.

##### **Revisions and Updating of the Policy**

The District Wellness Committee will modify the wellness policy based on the results of the triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

##### **Community Involvement**

The District will actively communicate ways in which representatives of the District Wellness Committee and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means. The district will inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic



mechanisms, such as the District's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the District and individual schools are communicating important school information with parents.

The District will actively notify the public about the content of or any updates to the wellness policy annually at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness)**

#### **Wellness Policy Implementation, Monitoring, Accountability & Community Engagement (continued)**

#### **Monitoring and Evaluation (optional language to the above)**

##### **Monitoring**

The Superintendent or designee shall ensure compliance with the established district-wide school wellness policy. In each school, the Principal or designee shall ensure compliance with those policies in his or her school and shall report on the school's compliance to the school district Superintendent or designee. School food service staff members, at the school or district level, shall ensure compliance with nutrition policies within school food service areas and shall report on this matter to the Superintendent (or if done at the school level, to the school Principal). The Superintendent or designee shall provide periodic implementation data and/or reports to the Board concerning this policy's implementation sufficient to allow the Board to monitor and adjust the policy.

##### **Policy Review**

The District shall identify a strategy and schedule to help review policy compliance, assess progress and determine areas in need of improvement. As part of that process, the District shall review nutrition and physical activity policies; new research and evidence on health trends and effective programs; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. The District and

individual schools within the District shall, as necessary, revise the school wellness policy and develop work plans to facilitate its implementation.

*(Note: USDA regulations require the board of education to conduct an assessment every three years to determine compliance with the wellness policy and the progress made in attaining the policy goals)*

### **District Nutrition Standards**

The District strongly encourages the sale or distribution of nutrient-dense foods for all school functions and activities. Nutrient-dense foods are those foods that provide substantial amounts of vitamins and minerals with relatively few calories, such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes. In an effort to support the consumption of nutrient-dense foods in the school setting the District will follow the beverage requirements of state statute and federal regulations, whichever are stricter, and has adopted the following Nutrition Standards governing the sale of food on school grounds. Sites are encouraged to study these standards and must develop building policy using the following District Nutrition Standards and state beverage requirements as minimal guidelines.

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness)**

#### **District Nutrition Standards (continued)**

***If the District implements healthy food certification under CGS Section 10-215f, replace the previous language with the following:***

The District strongly encourages the sale or distribution of nutrient-dense foods for all school functions and activities. Nutrient-dense foods are those foods that provide substantial amounts of vitamins and minerals with relatively few calories, such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes. In an effort to support the consumption of nutrient-dense foods in the school setting the District will follow the beverage requirements of state statute and federal regulations, whichever are stricter, and has adopted the Connecticut Nutrition Standards governing the sale of food on school grounds. Sites are encouraged to study these standards and must develop building policy using the following Connecticut Nutrition Standards and state beverage requirements as minimal guidelines.

#### **Food:**

1. Any given food item offered for sale to students separately from reimbursable meals will:
  - meet the portion size requirements of the Connecticut Nutrition Standards and the USDA Nutrition Standards.
  - not contain any chemically altered fat substitutes and will meet the fat requirements of the Connecticut Nutrition Standards.
  - meet the saturated fat requirements of the Connecticut Nutrition Standards.
  - meet the trans-fat requirements of the Connecticut Nutrition Standards.
  - not contain any artificial sweeteners or sugar alcohols and will meet the sugar requirements of the Connecticut Nutrition Standards.
  - meet the sodium requirements of the Connecticut Nutrition Standards and the USDA Nutrition Standards.
2. Foods and beverages will not contain caffeine, with the exception of trace amounts of naturally occurring substances.
3. Limit condiment use and provide low-fat, low-sugar and low-sodium varieties.
4. Increase choices of whole grains and foods containing fiber.

5. Encourage the consumption of nutrient-dense foods, e.g., whole grains, fresh fruits and vegetables, lean meats, legumes and low-fat dairy products.

*Note: Public Law 108-265, the Child Nutrition and WIC Reauthorization Act of 2004, requires that the district school wellness policy **must** include “nutrition guidelines for all foods available on the school campus during the school day, with the objectives of promoting student health and reducing childhood obesity.” If the district does not adopt the preceding standards, it **must** develop specific nutrition standards that address what foods can be sold or served to students during the school day.*

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness)**

#### **District Nutrition Standards (continued)**

##### **Candy:**

- Vending sales of candy will not be permitted on school grounds.
- Pursuant to state regulations, the sale of candy on school premises is prohibited from 30 minutes prior to the start of any state or federally subsidized milk or meal program until 30 minutes after the end of the program.

***If the District implements healthy food certification under CGS Section 10-215f, replace the language in the previous two bullets with the following:***

Candy and gum (including sugarless candy and sugarless gum) shall not be sold to students on school premises.

***If the District implements healthy food certification under CGS Section 10-215f AND allows food exemptions, replace the previous language with the following:***

Candy and gum (including sugarless candy and sugarless gum) can only be sold to students on school premises if they are sold at the location of an event that occurs after the school day or on the weekend, provided they are not sold from a vending machine or school store.  
*(Note: Board vote is required to allow this exemption)*

##### **Beverages:**

- Pursuant to state statute, the sale of beverages to students on school premises shall be limited to the following five categories:

1. milk, effective 7/1/19, which may be flavored but contains no artificial sweeteners and no more than 4 grams of sugar per fluid ounce; (federal regulation requires milk to be non-fat or low-fat (1%) flavored or unflavored)\*
2. nondairy milk substitutes, such as soy or rice milk, which may be flavored but contains no artificial sweeteners, nonnutritive sweetening agents, sugar alcohols, added sodium, and no more than 4 grams of sugar per fluid ounce, no more than 35% of calories from fat per serving, and no more than 10% of calories from saturated fat per serving;\*
3. 100% fruit or vegetable juice or combination of such juices, containing no added sugars, sweeteners, or artificial sweeteners;\*
4. beverages that contain only water and fruit or vegetable juice and have no added sugars, sweeteners, or artificial sweeteners or sodium and that meet the healthy Hunger-Free Kids Act of 2010, P.L. 11-296, as may be amended from time to time;\* and;

**R6142.101(u)**

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness)**

#### **District Nutrition Standards (continued)**

5. water, which may be flavored but must contain no added sugars, sweeteners, artificial sweeteners, sodium or caffeine.\*
  - Portion sizes of the beverages specified above are limited to no more than 8 fluid ounces for students in grades K-5 inclusive and 12 fluid ounces for students in grades 6-12 inclusive, except water, which is unlimited.
  - Vending sales of any beverages other than those listed as approved in state statute are not permitted on school grounds at any time.
  - School store sales of any beverages other than those listed as approved in state statute are not permitted on school grounds at any time.
  - The sale of any beverages other than those listed as approved in state statute will not be permitted on school grounds from any source at any time.

***If the District allows beverages exemptions under CGS Section 10-221q, replace the previous bullet with the following:***

The sale of any beverages that do not meet the requirements of state statute and federal regulations is allowed at the location of an event that occurs after the school day or on the weekend, provided they are not sold from a vending machine or school store. *(Note: Board vote is required to allow this exemption.)*

### **Guidelines for Food and Beverages Offered to Students at School**

The District encourages the use of nutrient-dense foods for all school functions and activities. Nutrient-dense foods are those foods that provide substantial amounts of vitamins and minerals and relatively few calories, such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes. At any school function (parties, celebrations, feasts, sporting events, etc.) where foods and beverages are sold or served to students, healthy choices meeting the District's nutrition standards and beverage requirements of state statute must be available. Some suggested foods and beverages are listed below. The list should be checked against the Connecticut Nutrition Standards developed by the State Department of Education and published annually, the state beverage statute, and the Department's online list of acceptable foods and beverages, which is updated quarterly.

***If the District implements healthy food certification under CGS Section 10-215f, replace the previous language with the following:***

*\*Consult the CSE's List of Acceptable Foods and Beverages for allowable products. Foods that meet the Connecticut Nutrition Standards meet or exceed the USDA's competitive food standards. Listed beverages will meet both federal and state requirements.*



## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness)**

#### **District Nutrition Standards (continued)**

The District encourages the use of nutrient-dense foods for all school functions and activities. Nutrient-dense foods are those foods that provide substantial amounts of vitamins and minerals and relatively few calories, such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes. At any school function (parties, celebrations, feasts, sporting events, etc.) where foods and beverages are sold or served to students, healthy choices meeting the Connecticut Nutrition Standards and beverage requirements of state statute must be available. Some suggested foods and beverages are listed below. The list should be checked against the Connecticut Nutrition Standards developed by the State Department of Education and published annually, the state beverage statute, and the Department's online list of acceptable foods and beverages, which is updated quarterly.

- Raw/fresh vegetable sticks (e.g., carrots)/slices with low-fat dressing\* or yogurt dip\*
- Fresh fruit
- 100% fruit juices or 100% vegetable juices or combination of such juices\*
- Frozen 100% fruit juice pops\*
- Bottled water, without added sugars, sweeteners, artificial sweeteners or caffeine\*
- Dried fruits (raisins, banana chips, etc.) without added sugar, fat or salt\*
- Trail mix (dried fruits and nuts)\*
- Dry roasted peanuts, tree nuts and soy nuts (not coconut or palm nuts) without added fat, sugar or sodium\*
- Low-fat meat and cheese sandwiches (use low-fat mayonnaise in chicken/tuna salads)\*
- Party mix\* (variety of cereals, nuts, pretzels, etc.), depending on added fat, sugar and salt
- Low-sodium crackers\*
- Baked corn chips & fat-free potato chips with salsa and low-fat dips\* (Ranch, French Onion, Bean, etc.)
- Low-fat muffins, granola bars, crackers and cookies such as fig bars and ginger snaps\*
- Angel food and sponge cakes\*
- Flavored yogurt & fruit parfaits (low-fat/nonfat yogurt)\*

- Gelatin and low-fat pudding cups\*
- Low-fat ice creams, frozen yogurts, sherbets\*
- Low-fat and nonfat dairy products\*
- Pure ice cold water without sugars, sweeteners, artificial sweeteners or caffeine\*
- Pretzels\*
- Bread products as such as bread sticks, rolls, bagels and pita bread\*
- Ready-to-eat low sugar cereals (with no more than 15 grams added sugars per serving and no more than 35% sugar by weight)\*
- Low-fat (1 percent) and skim milk\*

\*Compliance with the state beverage statute and the Connecticut Nutrition Standards varies depending on the brand and type of item. Check online listings at <http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=320754#Healthy>.

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness)**

#### **Guidelines for Food and Beverages Offered to Students at School (continued)**

***If the District allows beverage exemptions under CGS Section 10-221q, the following can be added:***

Beverages that do not meet the requirements of state statute and federal regulations can be sold to students on school premises at the location of an event that occurs after the school day or on the weekend, provided they are not sold from a vending machine or school store.

***If the District implements healthy food certification under CGS Section 10-215f, replace the previous language with the following:***

Food items that do not meet the Connecticut Nutrition Standards and beverages not meeting the requirements of state statute and federal regulations can be sold at the location of an event occurring after the end of the regular school day or on the weekend, provided they are not sold from a vending machine or school store.

#### **Competitive Foods and Beverages**

***Note:*** As of July 1, 2014, the USDA interim final rule nutrition standards apply to all competitive foods sold in schools that participate in the National School Lunch Program and School Breakfast Program. School districts that follow the Connecticut Nutrition Standards under the Healthy Food Certification must meet stricter requirements. The Connecticut Nutrition Standards meet or exceed the USDA's competitive foods standard.

“Competitive foods” include any foods and beverages sold in schools to children anytime on school premises except for meals provided through the National School Lunch Program and School Breakfast Program. Competitive food sales include, but are not limited to, cafeteria, a la carte sales, vending machines, school stores and fundraisers. Pursuant to federal regulations and state statutes and regulations, the sale of competitive foods is restricted as follows:

1. Water ices (any frozen, sweetened water such as "...sicles" and flavored ice with the exception of products that contain fruit, fruit juice, milk, milk ingredients or egg ingredients other than egg whites) and chewing gum shall not be sold to students in the food service areas during the meal periods.\*
2. Candy may not be sold to students on school premises during the period from 30 minutes before any meal or milk program up until 30 minutes after the end of the program.\*\*
3. Beverages that do not meet the requirements of state statute and federal regulations, whichever are stricter, (including, but not limited to, coffee/decaffeinated coffee/iced coffee, tea/herbal tea/iced tea, soda/diet soda, sports drinks, hot chocolate, fruit drinks that are not 100 percent juice) can only be sold to students on school premises at the location of an event that occurs after the school day or on the weekend, provided they are not sold from a vending machine or school store. ***(Note: Board vote is required to allow this exemption.)***

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness)**

#### **Competitive Foods and Beverages (continued)**

4. The income from any food or beverages sold to students anywhere on school premises during the period of 30 minutes before any meal or milk program up until 30 minutes after the end of the program must accrue to the nonprofit school food service account.

5. No competitive foods may be sold without the prior approval of the Superintendent. Such sales must comply with state law, Sections 10-215b-23 of the Regulations of Connecticut State Agencies.

\* Alternatively, districts can eliminate these foods during the school day by replacing the language stating “meal periods” with “school day.”

\*\* Alternatively, districts can eliminate these foods during the school day by replacing the language stating “period from 30 minutes before any meal or milk program up until 30 minutes after the                      end of the program” with “school day.”

Schools shall use the Connecticut State Department of Education’s “List of Acceptable Foods and Beverages” to determine whether commercial food and beverage products meet the USDA’s nutrition standards for competitive foods. Foods that meet the Connecticut Nutrition Standards meet or exceed the USDA’s competitive foods standards. Listed beverages will meet both federal and state requirements.

***If the District implements healthy food certification under CGS Section 10-215f, replace the previous section on “Competitive Foods and Beverages” with the following language below:***

“Competitive foods” include all foods and beverages sold in schools except for meals provided through the National School Lunch Program and School Breakfast Program. The USDA interim

final rule groups competitive foods into three categories: (1) Entrée Items (sold only a-la-carte), (2) Side Dishes; and (3) Beverages. Pursuant to federal regulations and state statutes and regulations, the sale of competitive foods is restricted as follows:

1. Foods that do not meet the Connecticut Nutrition Standards cannot be sold to students on school premises, including, but not limited to:

- Water ices (any frozen, sweetened water such as "...sicles" and flavored ice with the exception of products that contain fruit, fruit juice, milk, milk ingredients or egg ingredients other than egg whites)
- Candy/sugarless candy
- Chewing gum/sugarless chewing gum

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness)**

#### **Competitive Foods and Beverages (continued)**

2. Beverages that do not meet the requirements of state statute and federal regulations (including, but not limited to, coffee/decaffeinated coffee/iced coffee, tea/herbal tea/iced tea, soda/diet soda, sports drinks, hot chocolate, fruit drinks that are not 100 percent juice) can only be sold to students on school premises at the location of an event that occurs after the school day or on the weekend provided they are not sold from a vending machine or school store. ***(Note: Board vote is required to allow this exemption.)***

3. During the period of 30 minutes before any meal program up until 30 minutes after the end of the program, competitive foods and beverages may only be sold anywhere on school premises if they meet the Connecticut Nutrition Standards or state beverage statute and the income they generate accrues to the nonprofit school food service account.\* Outside of this timeframe, competitive foods and beverages may only be sold if they meet the Connecticut Nutrition Standards and state beverage statute and federal regulations, whichever are stricter.

4. No competitive foods may be sold without the prior approval of the Superintendent. Such sales must comply with state law, Section 10-215b-23 of the Regulations of Connecticut State Agencies.

Schools shall use the Connecticut State Department of Education's "List of Acceptable Foods and Beverages" to determine whether commercial food and beverage products meet the USDA's competitive foods standards. Listed beverages will meet both federal and state requirements.

#### **Physical Education/Physical Activity**

It is the Board's position that all students have equal and equitable opportunities for physical activity and physical education in District schools. The Superintendent is encouraged to review and consider implementing physical activity and physical education program improvements. The goals of the District are:

- A. All children, from pre-kindergarten through grade 12, will participate in a daily, quality, standards-based physical education program; (Note: Physical education is not a required element of the local school wellness policy.)
- B. All schools will have certified physical education teachers providing physical education instruction; and
- C. All schools will have appropriate class sizes, facilities, equipment, and supplies needed to deliver quality physical education consistent with state and/or national standards.

Schools shall strive, within financial, space, and staffing constraints, for students in grades pre-k through six to engage in physical education averaging 150\* instructional minutes per week and all middle and high school students to engage in 225 minutes per week\* and shall complete, at a minimum, one credit of high school physical education (required for graduation).



## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness)**

#### **Physical Education/Physical Activity (continued)**

*\* Boards are advised to exercise caution in adopting this language as such adoption results in the creation of a mandate by the Board.*

#### **Incorporating Physical Activity Into the Classroom**

Students in all grade levels shall be provided with opportunities for physical activity beyond and in addition to physical education. Classroom health education shall complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities, such as watching television. Opportunities for physical activity shall be incorporated into other subject lessons and can be used as reinforcement, reward and celebration for achievement, positive behavior and completion of assignments. Classroom teachers shall provide short physical activity breaks between lessons or classes, as appropriate.

#### **Use of School Facilities Outside of School Hours**

Access to school sites will be provided through permitting use of facilities to community youth sports groups consistent with the District's facilities use policy so additional opportunities are available for youth to participate in quality physical activity, fitness, sports and recreation programs. School spaces and facilities shall be available to students, staff members, and community members before, during, and after the school day, on weekends and during school vacations. The spaces and facilities shall also be available to community agencies and organizations offering physical activity and nutrition programs. School policies concerning safety shall apply at all times.

#### **Prohibiting Physical Activity as Punishment**

Schools shall prohibit the use of physical activity (such as required running or push-ups as punishment) and withholding of physical education class and other forms of physical activity as punishment. Recess or other opportunities for physical activity shall not be withheld as a measure to enforce the completion of academic work. (See Policy #5144.4, "Physical Exercise and Discipline of Students.")

### **Daily Recess**

All elementary school students shall have at least 20 consecutive minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity and provide space, equipment and an environment that is conducive to safe and enjoyable activity. Districts shall ensure that students with special physical and cognitive needs have equal physical activity opportunities, with appropriate assistance and services. Districts shall not permit extended periods (i.e., periods of two or more hours) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools shall give students periodic breaks during which they are encouraged to get up from their chairs and be moderately active.

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness) (continued)**

#### **Physical Activity Opportunities Before and After School**

All elementary, middle and high schools shall offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. All high schools, and middle schools as appropriate, shall offer interscholastic sports programs. Districts shall offer a range of activities that meet the needs, interests and abilities of all students, including boys, girls, students with physical and cognitive disabilities, and students with special health care needs. After-school, childcare and enrichment programs shall provide and encourage – verbally and through the provision of space, equipment and activities – daily periods of moderate to vigorous physical activity for all participants.

#### **Safe Routes to School**

When appropriate, the District shall work together with local public works, public safety and/or police departments to make it safer and easier for students to walk and bike to school.

#### **Family and Community Involvement**

In order to promote family and community involvement in supporting and reinforcing physical education in the schools, the school Principal is responsible for ensuring:

- A. Physical education activity ideas are sent home with students;
- B. Parents are encouraged to promote their child's participation in the school's physical education programs and after school activities;
- C. Families are invited to attend and participate in physical education activity programs and health fairs;

- D. Physical education curriculum includes homework that students can do with their families;
- E. School staff consider the various cultural preferences in development of physical education programs; and
- F. School staff is encouraged to cooperate with other agencies and community groups to provide opportunities for students to participate in physical activity programs.

**Recommended from The Connecticut Association of Board of Education, Inc.**

## **Instruction**

### **Student Nutrition and Physical Activity (Student Wellness)**

**Whereas**, New Haven Public Schools recognizes the importance of family involvement to ensure the adoption of healthy lifestyles by our students;

**Whereas**, New Haven Public Schools (NHPS) is committed, through Healthy Kids First, to provide access to healthful foods and opportunities to be physically active in order to grow, learn, and thrive;

**Whereas**, good health fosters student attendance and education;

**Whereas**, obesity rates have doubled in children and tripled in adolescents over the last two decades, and physical inactivity and excessive calorie intake are the predominant causes of obesity;

**Whereas**, heart disease, cancer, stroke, asthma and diabetes are responsible for two-thirds of deaths in the United States and major risk factors for those diseases, including unhealthy eating habits, physical inactivity, and obesity, often are established in childhood;

**Whereas**, in 2003-2004 only 31.8% of New Haven Public School students passed all four physical fitness tests (as compared with 34% for the state)

**Whereas**, 73% of high school students do not participate in sufficient vigorous in-school physical activity;

**Whereas**, a large percentage of children (2 to 19 years) fail to eat a healthy diet consistent with five main recommendations from the United States Department of Agriculture's step to a Healthier You — MY Pyramid;

**Whereas**, school districts around the country are facing significant fiscal and scheduling constraints;

**Whereas**, the “built environment” of today’s communities fail to promote adequate daily physical activity consistent with the recommendations for the Disease Control and Prevention (CDC);

**Whereas**, community participation is essential to the development and implementation of successful school wellness policies; and,

**Whereas**, the Federal Government, in the Child Nutrition and WIC Reauthorization ACT of 2004 (Public law 108-265) requires that all public and private schools participating in the USDA's Child nutrition programs must establish a wellness policy by the first day of the 2006-2007 school year.

## Instruction

### Student Nutrition and Physical Activity (Student Wellness Policy) (continued)

Thus, NHPS is committed to providing school environment that promote and protect children's health, wellbeing, and to learn by supporting healthy eating and increased physical activity. Therefore, it is the policy of the New Haven Public Schools District that:

- The school district will expand on the success of its existing Nutrition Committee by adding student and school board members to join our parents, teachers, food service professionals, health professionals, and other interested community members in continuing to develop, implement, monitor, and review district-wide nutrition and physical activity policies. The expanded committee will become known as the District Wellness Committee.
- The school district will expand on its highly successful "Healthy Kids First" initiative which has earned the district recognition from national and international press, members of Congress, and other parts of the Federal Government by encouraging the development of a Wellness Committee at each school. The District Wide Wellness Committee will provide support, training, and help coordinate the efforts of the site-based committees.
- The school district will sustain its commitment to keeping soda and junk food out of the school day. New Haven has already removed all sod and junk food from its vending machines, its school stores, and its cafeteria service lines as well as from in-school fund-raising activities. We have replaced those with water and 100% fruit juice and baked chips and other healthy snack alternatives as recommended in the Connecticut Healthy Snack Guidelines.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of student; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide, clean, safe, and pleasant settings and adequate time for student to eat. In 2003, New Haven opened the Central Kitchen which centrally cooks and

fast freezes nutritious, better tasting meals to be delivered, heated and served at our schools. New Haven meets the nutrition recommendations of the U.S. Dietary Guidelines for Americans and Connecticut Healthy Snack Guidelines and in many areas exceeds them.

- All Students in grades k-12 will have opportunities, support and encouragement to be physically active on a regular basis.



## Instruction

### Student Nutrition and Physical Activity (Student Wellness Policy) (continued)

- To the maximum extent practicable, all schools in our district will participate in available federal school meal programs (including the School Breakfast Program, National School Lunch Program, including after-school snacks and the Summer Food Service Program. In 2004, the district went to universal free lunch at all elementary and K-8 schools. In 2005, the district started offering universal free lunch at the two comprehensive high schools with combined enrollment of close to 3000 students.
- Schools will provide nutrition education to foster lifelong habits of healthy eating and will establish linkages between health education, school meal programs, and related community services. Nutrition education will also extend to the students' home via workshops for parents, materials given to students and directly sent to parents/guardians such as school menus and other bulletins. The Superintendent's media efforts and the Kids First newsletters will also dedicate time/space to the Healthy Kids First initiative.
- The Board of Education will seek to partner with agencies and other groups in the community to encourage increased physical activity both on the part of the student and their families.
- Schools will provide a quality physical education program that will foster a life long appreciation for physical fitness through participation in fitness activities. Students will acquire the knowledge to lead a healthy and productive lifestyles.

The New Haven Public Schools's Wellness Policy will be carried out through activities planned and implemented by the District-wide Wellness Committee and the network of site-based committees as they are developed. The overall activities will be monitored by the District Wide Wellness Committee (formerly the Nutrition Committee). The Wellness Committees will make a report to the Board of Education at least annually, with input from the site-based committees as they become active.

**Policy Adopted: April 24, 2006**

**NEW HAVEN PUBLIC SCHOOLS  
NEW HAVEN, CONNECTICUT**

## **6142.101 (a)**

### **Instruction**

#### **Student Nutrition and Physical Activity (School Wellness Policy)**

Student wellness, including good nutrition and physical activity, shall be promoted in the district's educational program, school activities, and meal programs. In accordance with federal and state law, it is the policy of the Board of Education to provide students access to healthy foods and beverages; provide opportunities for developmentally appropriate physical activity; and require all meals served by the District meet or exceed the federal nutritional guidelines issued by the U.S. Department of Agriculture and the "Connecticut Nutrition Standards for Foods in Schools," whichever are greater. This policy shall be interpreted consistently with Section 204 of the Healthy, Hunger-Free Kids Act of 2010 (Public Law 111-296)

In developing goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness, the District will, as required, review and consider evidence-based strategies and techniques.

#### **Goals for Nutrition Promotion and Education**

The goals for addressing nutrition education include the following:

- Schools will support and promote good nutrition for students consistent with applicable federal and state requirements and guidelines.
- Schools will foster the positive relationship between good nutrition, physical activity, and the capacity of students to develop and learn.
- Nutrition education will be part of the District's comprehensive standards-based school health education program and curriculum and will be integrated into other

classroom content areas, as appropriate. Schools will link nutrition education activities with existing coordinated health programs or other comparable comprehensive school health promotion frameworks. (A standards-based program is a system of instruction, assessment, grading and reporting based on students demonstrating understanding of the knowledge and skills they are expected to learn.)

## **Goals for Physical Activity**

The goals for addressing physical activity include the following:

- Schools will support and promote an active lifestyle for students.
- Physical education will be taught in all grades and shall include a standards-based, developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle.

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness Policy)**

#### **Goals for Physical Activity** (continued)

- Unless otherwise exempted, all students will be required to engage in the District's physical education program.
- Recess and other physical activity breaks; before and after school activities, and walking and bicycling to schools, where safe to do so, are supported by the Board.
- Schools will work toward providing sixty minutes of physical activity daily for students (as a best practice).

#### **Nutrition Guidelines for Foods Sold in Schools**

**(Option #1: For Districts not implementing healthy food certification program)**

Students will be offered and schools will promote nutritious food choices consistent with the current Dietary Guidelines for Americans and My Plate, published jointly by the U.S. Department of Health and Human Services and the Department of Agriculture, and guidelines promulgated by the Connecticut Department of Education ("Connecticut Nutrition Standards for Foods in Schools") in addition to federal and state statutes and national health organizations. The focus is on moderating calories, limiting fats, sodium and sugars and increasing consumption of nutrient-rich foods such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes. In addition, in order to promote

student health and reduce childhood obesity, the Superintendent or designee shall establish such administrative procedures to control food and beverage sales that compete with the District's nonprofit food service in compliance with the Child Nutrition Act. The District shall restrict the sale of foods of minimal nutritional value as defined by the U.S. Department of Agriculture and will ensure that all foods sold or served to students separately from school meals meet the District's Nutrition Standards. All beverages sold or served to students on school premises will be healthy choices that meet the requirements of state statute and USDA beverage requirements. (Schools must follow whichever requirements are stricter)

**(Option #2:** For districts implementing the healthy food certification program under C.G.S. 10-215f. Replace the previous language, Option #1, with the following.)

Students will be offered and schools will promote nutritious food choices consistent with the current Dietary Guidelines for Americans and My Plate, published jointly by the U.S. Department of Health and Human Services and the Department of Agriculture, and guidelines promulgated by the Connecticut Department of Education ("Connecticut Nutrition Standards for Foods in Schools") in addition to federal and state statutes and national health organizations.

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness Policy)**

#### **Nutrition Guidelines for Foods Sold in Schools (continued)**

**(Option #2:** For districts implementing the healthy food certification program under C.G.S. 10-215f. Replace the previous language, Option #1, with the following.)  
(continued)

The focus is on moderating calories, limiting fats, sodium and sugars and increasing consumption of nutrient-rich foods such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes. In addition, in order to promote student health and reduce childhood obesity, the Superintendent or designee shall establish such administrative procedures to control food and beverage sales that compete with the District's nonprofit food service in compliance with the Child Nutrition Act. The District shall prohibit the sale of foods of minimal nutritional value as defined by the U.S. Department of Agriculture and will ensure that all foods sold to students separately from school meals meet the Connecticut Nutrition Standards. All beverages sold or served to students on school premises will be healthy choices that meet the requirements of state statute and USDA beverage requirements. (Schools must follow whichever requirements are stricter).

***Note:*** *Districts that participate in Connecticut's healthy food certification must follow the Connecticut Nutrition Standards for all foods sold in schools instead of USDA's Standards for Competitive Foods. The "Connecticut Nutrition Standards" meet or exceed the USDA's competitive food standards.*

**(Option #1:** For districts **not** participating in the healthy foods certification program)

All sources of food sales to students at school must comply with the District Nutrition Standards, including, but not limited to, cafeteria a la carte sales, vending machines, school stores and fundraisers. The District shall ensure that all beverages sold to students comply with the requirements of state statute and USDA beverage requirements. The District shall ensure compliance with allowable time frames for the sale of competitive foods as specified by state law.

This also includes foods and beverages sold in schools during the school day for such events as school fundraisers.

**(Option #2:** If the District implements healthy food certification under CGS Section 10-215f, replace the previous language with the following)

All sources of food sales to students at school must comply with the “Connecticut Nutrition Standards for Food in Schools” including, but not limited to, cafeteria a la carte sales, vending machines, school stores and fundraisers. The District shall ensure that all beverages sold to students comply with the requirements of state statute and USDA beverage requirements. The stricter requirements where different between the state and federal regulations must be followed. The District shall ensure compliance with allowable time frames for the sale of competitive foods as specified by state law.

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness Policy) (continued)**

#### **Reimbursable School Meals**

Reimbursable school meals served shall meet, at a minimum, the nutrition requirements and regulations for the National School Lunch Program and/or School Breakfast Program.

#### **Marketing**

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA “Smart Snacks in School” nutrition standards. Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. As the District/School Nutrition Services/Athletic Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

#### **Monitoring**

The Board designates the Superintendent or his/her designee to ensure compliance with this policy and its administrative regulations. He/She is responsible for retaining all documentation of compliance with this policy and its regulations, including, but not limited to, each school's three-year assessment and evaluation report and this wellness policy and plan. The Superintendent will also be responsible for public notification of the three-year assessment and evaluation report, including any updates to this policy made as a result of the Board's three-year assessment and evaluation.



The District shall develop a plan designed to achieve the involvement requirements in the development, implementation, monitoring, and assessment of this policy.

The Superintendent or designee shall provide periodic implementation data and/or reports to the Board concerning this policy's implementation sufficient to allow the Board to monitor and adjust the policy. The District, as required, will retain records and documents pertaining to the wellness policy which shall include the written school wellness policy, documentation demonstrating compliance with community involvement requirements, documentation of the triennial assessment of the wellness policy and documentation to demonstrate compliance with the annual public notification requirement.

### **Non-sold Foods and Beverages**

Non-sold foods and beverages brought into the schools by students and other persons for such events as birthdays and classroom celebrations shall comply with federal nutrition standards. (Note: This is a recommendation, not a requirement.)

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness Policy)**

#### **Community Input**

The Superintendent or designee will provide opportunities, suggestions and comments concerning the development, implementation, periodic review and improvement of the school wellness policy from community members, including parents, students, and representatives of the school food authority, teachers of physical education, school health professionals, members of the Board of Education, school administrators, and the public. This is best achieved through the establishment of a standing wellness committee, with membership as listed above. Efforts shall be made to improve community involvement.

#### **Evaluation of Wellness Policy**

In an effort to measure the implementation of this policy, the Board of Education designates the [Superintendent, district principal] as the [person, people] who will be responsible for ensuring that each school meets the goals outlined in this policy. To ensure continuing progress, the District will evaluate implementation efforts and their impact on students and staff at least every three years.

The District will make available to the public the results of the three-year assessment and evaluation including the extent to which the schools are in compliance with policy and a description of the progress being made in attaining the goals of this policy.

The School Wellness Policy shall be made available annually, at a minimum, to students and families by means of school registration, student handbooks and the Board's website. This availability shall include the policy, including any updates to and about the wellness policy and the Triennial Assessment, including progress toward meeting the goals of this policy. In addition, the annual notification shall include a description of each school's progress in meeting the wellness policy goals; summary of each school's wellness events or activities; contact

information for the leader(s) of the wellness policy team; and information on how individuals and the public can get involved.

(cf. 3542 – Food Service)

(cf. 3542.33 – Food Sales Other Than National School Lunch Program)

(cf. 3542.34 – Nutrition Program)

(cf. 3542.45 – Vending Machines)

(cf. 6142.6 – Physical Education)

(cf. 6142.61 – Physical Activity)

(cf. 6142.62 – Recess/Unstructured Time)

(cf. 6142.10 – Health Education)

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness Policy)**

Legal Reference: Connecticut General Statutes  
10-16b Prescribed courses of study.  
10215 Lunches, breakfasts and the feeding programs for public school children and employees.  
10-221 Boards of education to prescribe rules, policies and procedures.  
10215a Nonpublic school participation in feeding program.  
10215b Duties of state board of education re: feeding programs.  
10216 Payment of expenses.  
10-215e Nutrition standards for food that is not part of lunch or breakfast program.  
10-215f Certification that food meets nutrition standards.  
10-221o Lunch periods. Recess.  
10-221p Boards to make available for purchase nutritious, low-fat foods.  
10-221q Sale of beverages.  
Regulations of Connecticut State Agencies  
10-215b-1 Competitive foods.  
10-215b-23 Income from the sale of food items.  
National School Lunch Program and School Breakfast Program; Competitive Food Services. (7 CFR Parts 210.11 and 220.12,) The Child Nutrition and WIC Reauthorization Act of 2004, Public Law 108-265  
Nutrition Standards in the National School Lunch and School Breakfast Programs, 7 CFR Parts 210 & 220  
Healthy, Hunger-Free Kids Act of 2010, P.L. 111-296, 42 U.S.C. 1751  
Child Nutrition Act of 1966 (as amended by P.L. 108-269, July 2, 2004)  
School Breakfast Program, 7 C.F.R. Part 220 (2006)  
National School Lunch Program or School Breakfast Program: Nutrition Standards for All Foods Sold in School (Federal Register, Vol. 78, No. 125, June 28, 2013)  
Child Nutrition Programs: Flexibilities for Milk, Whole Grains and Sodium Requirements (Federal Register, Vol. 83, No. 238, December 12, 2018)

## Local School Wellness Policy Requirements, 42 U.S.C. 1758b

Policy adopted:

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness)**

The District promotes healthy schools by supporting wellness, good nutrition and regular physical activity as a part of the total learning environment. The District supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. By facilitating learning through the support and promotion of good nutrition and physical activity, schools contribute to the basic health status of children. Improved health optimizes student performance potential and ensures that all children are healthy and hunger free.

### **National School Lunch Program and School Breakfast Program**

Reimbursable meals served in the U.S. Department of Agriculture's (USDA) National School Lunch Program (NSLP) and School Breakfast Program (SBP) will follow the USDA meal pattern requirements and nutrient standards in accordance with the Healthy, Hunger-Free Kids Act of 2010, as amended. Menu planning, purchasing procedures and production techniques for school meals will be used to decrease fat, saturated fat, trans fat, sodium and sugars, and to increase fiber. In addition, school meals shall:

- Be appealing and appetizing to children;
- Meet at a minimum, the nutrition requirements established by the USDA for federally-funded programs;
- Include only unflavored low-fat (1%) and fat-free (nonfat) milk flavored or unflavored, which contain no more than 4 grams of sugar per ounce and no artificial sweeteners, that meets the requirements of the state beverage statute and federal regulation;

New federal rule allows flavored low fat (1%) milk effective during the 2019-2020 school year.

- Ensure, beginning in the 2019-2020 school year, that at least half of the weekly served are whole grains and that the remaining grain items offered must be enriched.

**Note:** Schools already offering all grains or whole-grain rich do not have to change their menus as a result of the amended final rule.

- Reduce the levels of sodium, saturated fats and trans fats in meals; (per Department of Agriculture Nutrition Standards and Connecticut Nutrition Standards, which are the same);

Note: Sodium Target 1 is retained through the end of the 2023 school year. Districts are required to comply with sodium Target 2 beginning with the 2024-2025 school year, commencing July 1, 2024.

- Offer a variety of fruits and vegetables; (Meet specific requirements about different types required)
- Meet the nutrition needs of school children within their calorie requirements (per Department of Agriculture Nutrition Standards and Connecticut Nutrition Standards which are the same);
- Contain 0 percent trans fats;

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness)**

#### **National School Lunch Program and School Breakfast Program (continued)**

- Bake or steam all cooked foods; and
- Purchase or obtain fresh fruits and vegetables from local farmers, when practical.

Menus shall be planned to be appealing and attractive to children and will incorporate the basic menu planning principles of balance, variety, contrast, color and eye appeal. Menus shall be planned with input from students, parents and other school personnel and shall take into account students' cultural norms, ethnic favorites and preferences. Schools shall engage students and parents, through surveys, taste-tests and other activities, in selecting foods sold through the school meal programs in order to identify new, healthful and appealing food choices. Meal patterns and nutrition standards of federal regulations will be fulfilled as required. Proper procurement procedures and preparation methods will be used to decrease excess fat, calorie and sodium levels in food.

The District will share and publicize information regarding the nutrition content of school meals with students, families and school staff. The information will be available in a variety of forms that can include handouts, the school website, articles, school newsletters, presentations and through any other appropriate means available to reach families. Nutrition information for a la carte foods and beverages sold in schools will also be available.

Special dietary needs of students will be accommodated according to the USDA document "Accommodating Children with Special Dietary Needs in School Nutrition Programs."

With parental permission and appropriate medical documentation, modified meals shall be prepared for students with food allergies or other special dietary needs. The medical statement



must identify the student's disability, state why the disability restricts the student's diet, identify the major life activity affected by the disability, and state the foods to be omitted and the food or choices of foods that must be substituted.

The District shall help ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn. Schools will:

- to the extent possible, and within state law, operate and promote the USDA School Breakfast Program;
- Use methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom, "grab-and-go" breakfast, or breakfast during morning break or recess;
- notify parents and students of the availability of the School Breakfast Program (if the school serves breakfast to students); and
- encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness)**

#### **National School Lunch Program and School Breakfast Program (continued)**

- Inform families of the availability and location of Summer Food Service Program meals in accordance with the Healthy, Hunger-Free Kids Act of 2010. Schools in which more than 50 percent of students are eligible for free or reduced-price school meals will sponsor the Summer Food Service Program when feasible.
- Provide the After School Meal Program, when it becomes available, in accordance with the Healthy Hunger-Free Kids Act of 2010. *(optional)*

#### **Cafeteria A La Carte Sales**

**(Option 1:** If the District does **not** implement the healthy food certification program)

The school food service program must follow the District's nutrition standards when determining the items for a la carte sales. All beverages sold to students in school meals and as a la carte sales must meet the requirements of state statute and USDA beverage requirements. (Schools must follow whichever are stricter.)

**(Option #2:** If the District implements healthy food certification under CGS Section 10-215f, replace the previous language above with the following.)

The school food service program must follow the Connecticut Nutrition Standards when determining the items for a la carte sales. All beverages sold to students in school meals and as a la carte sales must meet the requirements of state statute and USDA requirements for a la carte foods.

At all times when food is available for purchase by students during the school day, nutritious and low-fat foods must also be available for sale at the same time. These foods may include, but shall not be limited to, low-fat dairy products and fresh or dried fruit.

All snacks and a la carte foods must meet USDA Smart Snacks Standards.

In accordance with Connecticut State Statute, the sale of beverages, as part of school meals and as a la carte sales, shall be limited to the following five categories:

1. milk, low-fat (1%) unflavored or nonfat which may be flavored or unflavored but contains no artificial sweeteners and no more than 4 grams of sugar per fluid ounce; (federal regulation require non-fat or 1% low fat milk)\* The new federal rule allows, beginning in the 2019-2020 school year flavored low-fat (1%) milk.
2. nondairy milks, such as soy or rice milk, which may be flavored or unflavored but contains no artificial sweeteners, no more than 4 grams of sugar per fluid ounce, no more than 35% of calories from fat per serving, and no more than 10% of calories from saturated fat per serving;\*

*\*(Consult the CSE's List of Acceptable Foods and Beverages for allowable products.)*

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness) (continued)**

3. 100% fruit or vegetable juice or combination of such juices, containing no added sugars, sweeteners, or artificial sweeteners;\*
4. beverages that contain only water and fruit or vegetable juice and have no added sugars, sweeteners, or artificial sweeteners; and\*
5. water, which may be flavored but must contain no added sugars, sweeteners, artificial sweeteners, or caffeine.\* ***(Note: The Federal Healthy, Hunger-Free Kids Act of 2010 requires schools to make free portable water available where meals are served for schools participating in the federal and school lunch program.)***

***Note:*** The beverage requirements of CGS Section 10-221q apply to all public schools, regardless of whether the district certifies for the healthy food option under CGS 10-215f.

### **Lunchroom Climate**

A lunchroom environment that provides students with a relaxed, enjoyable climate shall be developed. It is encouraged that the lunchroom environment be a place where students have:

- adequate space to eat and pleasant surroundings;
- appropriate supervision; and
- convenient access to hand washing facilities before meals.

### **Meal Schedules**

Meal periods shall be scheduled at appropriate hours. In compliance with federal regulations, lunch must be scheduled between 10:00 a.m. and 2:00 p.m. in all schools. Pursuant to state

statute, schools are required to provide all full day students a daily lunch period of not less than 20 minutes. Activities such as tutoring, clubs or organizational meetings or activities shall not be scheduled during meal times unless students may eat during such activities.

### **Qualifications of Food Service Staff**

Qualified nutrition professionals shall administer the school meal programs. As part of the school district's responsibility to operate a food service program, continuing professional development shall be provided for all nutrition professionals in schools. Such training shall involve all individuals working in the cafeteria, including monitors, so that all are aware of the requirements of the school wellness policy. Staff development programs shall include appropriate certification and/or training programs for school food service directors, managers and cafeteria workers, according to their levels of responsibility. (See USDA's Professional Standards for School Nutrition Professionals website.)

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness) (continued)**

#### **Training for Food Service Staff**

All food service personnel, including volunteers and monitors, shall have adequate pre-service training in food service operations and regularly participate in professional development activities that address requirements for Child Nutrition Programs, menu planning and preparation, food safety, strategies for promoting healthy eating behaviors and other appropriate topics.

#### **Summer Food Service Program**

Schools in which more than 50 percent of students are eligible for free or reduced-price school meals shall/may sponsor the Summer Food Service Program for at least six weeks between the last day of the academic school year and the first day of the following school year, and preferably throughout the entire summer vacation.

#### **Other Foods Offered or Sold**

To create a school environment that supports the promotion of healthy food and beverage choices for children, it is important to consider all venues where food and beverages are consumed or sold. The District's nutrition standards apply to all food served to students on school premises, including but not limited to, cafeteria a la carte sales, vending machines, school stores, fundraisers, activities and classroom snacks. All beverages sold or served to students at school shall meet the requirements of state statute and federal regulations at all times, whichever are stricter.

***If the District allows beverage exemptions under CGS Section 10-221q, replace the previous language with the following:***

To create a school environment that supports the promotion of healthy food and beverage choices for children, it is important to consider all venues where food and beverages are consumed or sold. The District's nutrition standards apply to all food sold or served to students on school premises, including but not limited to, cafeteria a la carte sales, vending machines, school stores, fundraisers, activities and classroom snacks.

All beverages sold or served to students at school shall meet the requirements of state statute and federal regulations, whichever are stricter, unless they are sold at the location of an event occurring after the end of the regular school day or on the weekend, provided the beverages are not sold from a vending machine or school store. The District strongly encourages the sale or distribution of nutrient-dense foods, such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes.

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness)**

#### **Other Foods Offered or Sold (continued)**

*If the District implements healthy food certification under CGS Section 10-215f, replace the previous language with one of the following:*

**Option 1 (District does NOT allow food and beverage exemptions):** To create a school environment that supports the promotion of healthy food and beverage choices for children, it is important to consider all venues where food and beverages are consumed or sold. The Connecticut Nutrition Standards apply to all food sold or served to students on school premises, including but not limited to, cafeteria a la carte sales, vending machines, school stores, fundraisers, activities and classroom snacks. All beverages sold or served to students at school shall meet the requirements of state statute and federal regulations at all times, whichever are stricter. The District strongly encourages the sale or distribution of nutrient-dense foods, such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes.

**Option 2 (District DOES allow food and beverage exemptions):** To create a school environment that supports the promotion of healthy food and beverage choices for children, it is important to consider all venues where food and beverages are consumed or sold. The Connecticut Nutrition Standards apply to all food sold or served to students on school premises, including but not limited to, cafeteria a la carte sales, vending machines, school stores, fundraisers, activities and classroom snacks. All beverages sold or served to students at school shall meet the requirements of state statute and federal regulations, whichever are stricter, at all times. However, beverages not meeting the requirements of state statute and foods not meeting the Connecticut Nutrition Standards may be sold or served at the location of an event occurring after the end of the regular school day or on the weekend provided they are not sold from a vending machine or school store. The District strongly encourages the sale or distribution of nutrient-dense foods, such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes.

Pursuant to state statute (CGS 10-221p), whenever any group makes foods available for purchase in a school during the school day, low-fat dairy products and fresh or dried fruits must also be available in the school at the same time for purchase by students. "Foods available for purchase" include, but are not limited to, foods sold in cafeterias, vending machines, school stores, fundraisers and any other food sales during the school day. This includes the following:



- If a snack machine with food items is available for use by students during the school day, the school must also have non-fat or low-fat dairy products and fresh or dried fruit available for purchase. When the snack machine is operating outside of cafeteria hours, schools must make alternate provisions to offer non-fat or low-fat dairy products and fresh or dried fruit for sale at the same time.
- School stores that sell food to students must ensure that non-fat or low-fat dairy products and fresh or dried fruit are available for purchase either in the store itself or elsewhere in the school, while the school store is selling food.

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness) (continued)**

#### **Access to Drinking Water**

The Federal Healthy Hunger Free Kids Act of 2010 requires schools to make free potable water available where meals are served for schools participating in the Federal School Lunch Program.

Outside of the cafeteria and meal times, students and staff will have access to safe, fresh drinking water throughout the school day. Fluoridated or bottled water that does not contain added sugars, sweeteners, artificial sweeteners, or caffeine, should be made available for purchase by students and staff.

#### **Foods Brought Into School**

The District shall encourage families to pack healthy lunches and snacks and to refrain from including beverages that do not meet the requirements of state statute or foods that do not meet the District's nutrition standards. Classroom snacks if provided to all children, must only include healthy choices that meet the state requirements for allowable beverages and the District's nutrition standards.

District policy is that the foods will/should also meet the Smart Snacks standards and the Connecticut Healthy Food Certification standards.

If food is brought from home to be shared with other students, the District shall develop procedures to ensure that all food is safe.

### **Sharing of Foods**

Schools shall discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns with allergies and other restrictions on some children's diets.

### **Fundraising**

Fundraising activities will support healthy eating and wellness. Schools will promote the sale of non-food items for school-sponsored fundraising. School fundraising activities shall not involve food or beverages or shall only use foods that meet the USDA Smart Snacks nutrition standards and beverages that meet the requirements of state statute and federal regulations. Schools shall encourage fundraising activities that promote physical activity. The District shall make available to students, parents, teachers and school groups a list of ideas for acceptable fundraising activities, such as healthy foods and beverages or alternate nonfood fundraisers. Any fundraising requires administrative approval. Fundraisers subject to this rule are those sold during the school day on school grounds. School day is defined as from midnight the night before to 30 minutes after the end of school.

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness)**

#### **Fundraising (continued)**

***If the District allows beverages exemptions under CGS Section 10-221q, replace the previous language with the following:***

School fundraising activities shall not involve food or beverages or shall only use foods that meet the District's nutrition standards and beverages that meet the requirements of state statute and federal regulations. However, beverages not meeting the requirements of state statute and federal regulations can be sold as fundraisers on school premises if they are sold at the location of an event occurring after the end of the regular school day or on the weekend, provided they are not sold from a vending machine or school store. Schools shall encourage fundraising activities that promote physical activity. The District shall make available to students, parents, teachers and school groups a list of ideas for acceptable fundraising activities, such as healthy foods and beverages or alternate nonfood fundraisers.

***If the District implements healthy food certification under CGS Section 10-215f, replace the previous language with one of the following:***

**Option 1 (District does NOT allow food and beverage exemptions):** School fundraising activities shall not involve food or beverages or shall only use foods that meet the Connecticut Nutrition Standards and beverages that meet the requirements of state statute and federal regulations. Schools shall encourage fundraising activities that promote physical activity. The District shall make available to students, parents, teachers and school groups a list of ideas for acceptable fundraising activities, such as healthy foods and beverages or alternate nonfood fundraisers.

**Option 2 (District DOES allow food and beverage exemptions):** School fundraising activities shall not involve food or beverages or shall only use foods that meet the Connecticut Nutrition Standards and beverages that meet the requirements of state statute and federal regulations. However, food items that do not meet the Connecticut Nutrition Standards and beverages not meeting the requirements of state statute and federal regulations can be sold as fundraisers on school premises if they are sold at the location of an event occurring after the end of the regular school day or on the weekend, provided they

are not sold from a vending machine or school store. Schools shall encourage fundraising activities that promote physical activity. The District shall make available to students, parents, teachers and school groups a list of ideas for acceptable fundraising activities, such as healthy foods and beverages or alternate nonfood fundraisers.

Competition with nutritious meals served by the school food services operations must be minimized. Income from any competitive foods or beverages sold from 30 minutes prior to the start of any state or federally subsidized milk or meal program until 30 minutes after the end of the program must accrue to the food service account.

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness) (continued)**

#### **Concessions**

Organizations operating concessions at school functions after school or on weekends should include at least 50 percent healthy beverages and foods, according to the approved nutrition standards in their offerings. It is recommended that groups market these healthy options at a lower profit margin to encourage selection by students. Beverages sold at concessions on school premises must meet the requirements of state statute.

***If the District allows beverage exemptions under CGS Section 10-221q, replace the previous language with the following:***

Organizations operating concessions at functions on school premises after school or on weekends should include at least some healthy food and beverage choices in their offerings. It is recommended that groups market these healthy options at a lower profit margin to encourage selection by students.

***If the District implements healthy food certification under CGS Section 10-215f, replace the previous language with the following:***

Organizations operating concessions at functions on school premises must sell only those food items that meet the Connecticut Nutrition Standards and beverages that meet the requirements of state statute and federal regulations.

***If the District implements healthy food certification under CGS Section 10-215f AND allows food and beverage exemptions, replace the previous language with the following:***

Food items that do not meet the Connecticut Nutrition Standards and beverages that do not meet the requirements of state statute and federal regulations can be sold at concessions operated at the location of an event that occurs after the school day or on the weekend, provided they are not sold from a vending machine or school store. Organizations operating concessions at school functions after school or on weekends should include at least some healthy food choices in their offerings. It is recommended that groups market these healthy options at a lower profit margin to encourage selection by students.

## **Teacher-to-Student Incentives and Punishments**

Teachers and staff shall not use foods or beverages as rewards for academic performance or good behavior, unless this practice is allowed by a student's individualized education plan (IEP). The use of sugar-sweetened beverages or candy as a classroom reward at any school is not appropriate. Alternative rewards shall be developed and promoted.

Schools shall not withhold foods or beverages (including food served through school meals) as a punishment.

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness)**

#### **Student Nutrition Education and Promotion**

Nutrition education and promotion shall be offered as part of a planned, ongoing, systematic, sequential, standards-based, comprehensive school health education program designed to provide students with the knowledge and skills necessary to promote and protect their health. Nutrition education shall use national or state-developed standards, such as the Connecticut State Department of Education's Healthy and Balanced Living Curriculum Framework. The District shall develop and implement a comprehensive, developmentally appropriate, curriculum approach to nutrition in all grades. Students shall be able to demonstrate competency through application of knowledge, skill development and practice.

The nutrition education program shall focus on students' eating behaviors, be based on theories and methods proven effective by published research, and be consistent with the state's/district's comprehensive school health education standards/guidelines/curriculum framework. Nutrition themes include but are not limited to:

- |   |   |
|---|---|
| · My Plate and the Dietary Guidelines for Americans (Healthy Eating Plan) | · Identify and limit foods of low nutrient density  |
| · Healthy heart choices   | · Food labels   |
| · Sources and functions of major nutrients                                | · Multicultural influences  |
| · Guide to a healthy diet   | · Serving sizes   |
| · Diet and disease  | · Proper food safety and sanitation   |
| · Understanding calories  | · Body-size acceptances, healthy weight and dangers of unhealthy weight-control practices |
| · Healthy snacks  |   |

The District nutrition policy reinforces nutrition education to help students practice these themes in a supportive school environment. Nutrition education shall also be included in other



classroom content areas such as math, science, language arts, social sciences, family and consumer sciences and elective subjects. Instructional staff is encouraged to integrate nutritional themes into daily lessons when appropriate, to reinforce and support health messages.

The school District shall assess all nutrition education lessons and materials for accuracy, completeness, balance and consistency with the state's/district's educational goals and curriculum standards. Materials developed by food marketing boards or food corporations that contain any commercial or branded messages shall not be used.

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness)**

#### **Student Nutrition Education** (continued)

##### **Educational Reinforcement**

School instructional staff members shall collaborate with agencies and groups conducting nutrition education in the community to send consistent messages to students and their families. Guest speakers and performers invited to address students shall receive appropriate orientation to relevant district policies. School staff members shall be encouraged to coordinate with other agencies and community groups to provide opportunities for student volunteer work related to nutrition, such as assisting with food recovery efforts and preparing nutritious meals for home-bound people. School officials shall disseminate information to parents, students and staff members about community programs that offer nutrition assistance to families.

##### **Nutrition Promotion**

The school District shall conduct nutrition education activities and promotions that involve parents, students and the community. The District shall participate in programs that promote and reinforce student health, such as Team Nutrition and the Healthier US School Challenge. The school team responsible for planning nutrition activities shall ensure interdisciplinary collaboration by including school food service, school nurses, health and physical education teachers, family and consumer sciences teachers, and other appropriate school staff members.

##### **Consistent Health Messages**

Students shall receive positive, motivating messages, both verbal and nonverbal, about healthy eating and physical activity throughout the school environment. All school personnel shall help

reinforce these positive messages. Foods and beverages sold or served at school shall not contradict healthy eating messages. The school district shall not use practices that contradict messages to promote and enjoy physical activity; for example, withholding recess or using physical activity as punishment (e.g., running laps, doing pushups).

### **Food and Beverage Marketing in Schools**

The District is committed to providing a school that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on district property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. Any foods and/or beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School Nutrition standards. [or include a more stringent standard, decided by the District, that eliminates the marketing of look-alike Smart Snacks and/or eliminates the advertising of all brands that do not meet USDA Smart Snacks in School standards both within or outside of schools.]

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness)**

#### **Food and Beverage Marketing in Schools (continued)**

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays such as on vending machine exteriors.
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards.

***(Note:** Immediate replacement of these items is not required; however, districts will replace or update scoreboards or other durable equipment when contracts are up for renewal or to the extent that it is financially possible over time so that items are in compliance with the marketing policy.)*

- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the District Nutrition Services/Athletics Department/PTA/PTO review existing contracts and considers new contracts, equipment and product purchasing and/or replacement, decisions should reflect the applicable marketing guidelines established by the District wellness policy.

### **Staff as Role Models**

The school district shall build awareness among teachers, food service staff, coaches, nurses and other school staff members about the importance of nutrition, physical activity and body-size acceptance to academic success and lifelong wellness. School staff members shall be encouraged to model healthy eating and physical activity behaviors.

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness) (continued)**

#### **Education Links with School**

The nutrition education program links with school meal programs, other school foods, and nutrition-related community services that occur outside the classroom or that link classroom nutrition education to the larger school community, such as school gardens, cafeteria-based nutrition education and after-school programs. Nutrition education shall be offered in the school cafeteria and classroom, with coordination between school food service and teachers. The district shall link nutrition education with other coordinated school health initiatives.

#### **Professional Development for Teachers**

The District shall include appropriate training for teachers and other staff members. Staff members responsible for nutrition education shall be adequately prepared and shall regularly participate in professional development activities to effectively deliver the nutrition education program as planned. Preparation and professional development activities shall provide basic knowledge of nutrition, combined with the development of skills and adequate time to practice skills in program-specific activities. Training shall include instructional techniques and strategies designed to promote healthy eating behaviors. Staff members providing nutrition education shall not advocate dieting behaviors or any specific eating regimen to students, other staff members or parents.

#### **Staff Wellness**

The District highly values the health and well-being of every staff member and shall plan and implement activities and policies that support personal efforts by staff members to maintain a healthy lifestyle and that encourage staff members to serve as role models.

### **Partnering with Community Organizations**

Schools shall partner with community organizations (e.g., local businesses, faith-based organizations, libraries, local health departments, local colleges and their students, and local health care providers) to provide consistent health messages and support school-based activities that promote healthy eating and physical activity.

### **Engaging Students**

Schools shall consider student needs in planning for a healthy school environment. Students shall be asked for input and feedback through the use of student surveys and other means, and attention shall be given to their comments. Key health messages shall be promoted by coordinating classroom and cafeteria, and through planned promotions such as health fairs, nutrition initiatives, programs and contests.

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness) (continued)**

#### **Parent Nutrition Education**

The District shall encourage family involvement to support and promote healthy eating and physical activity habits. The District shall support families' efforts to provide a healthy diet and daily physical activity for their children through effective two-way communication strategies that allow sharing of information from school to home and from home to school.

Nutrition education will be provided to parents beginning at the elementary or pre-k level. The goal will be to continue to educate parents throughout the elementary, middle and high school levels. Nutrition education may be provided in the form of handouts, postings on the District website or presentations that focus on nutritional value and healthy lifestyles. Additional strategies are suggested in the Connecticut State Department of Education's "Action Guide for School Nutrition and Physical Activity Policies" (page 139) at:

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=320754#Action>.

The District shall provide information about physical education and other school-based physical activity opportunities before, during and after the school day, and shall support families' efforts to provide their children with opportunities to be physically active outside of school. Such supports shall include sharing information about physical activity and physical education through a website, newsletter or other take-home materials, special events or physical education homework.

#### **Family and Community Involvement**

In order to promote family and community involvement in supporting and reinforcing nutrition education in the schools, the building Principal is responsible for ensuring:



1. Nutrition education materials and cafeteria menus are sent home with students;
2. Parents are encouraged to send healthy snacks/meals to school;
3. Parents and other family members are invited to periodically eat with their student in the cafeteria;
4. Families are invited to attend exhibitions of student nutrition projects or health fairs;
5. Nutrition education workshops and screening services are offered;
6. Nutrition education homework that students can do with their families is assigned (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes, etc.);
7. School staff collaborate with agencies and groups conducting nutrition education in the community to send consistent messages to students and their families; and

**R6142.101(o)**

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness) (continued)**

8. School staff are encouraged to cooperate with other agencies and community groups to provide opportunities for student volunteer or paid work related to nutrition, as appropriate.

Many additional strategies are found in the “Action Guide for School Nutrition and Physical Activity Policies.” (page 141)

### **School District Wellness Committee (District Health Advisory Council)**

With the purposes of monitoring the implementation of the District’s policy, evaluating policy progress, serving as a resource to school sites, and revising the policy as necessary, a District-wide representative wellness committee shall be established and maintained or the District shall work within an existing school health committee. *(Required by federal law only for districts that participate in the USDA child nutrition programs.)* The committee will meet a minimum of four times annually to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of the District level wellness policy (wellness policy). Committee membership will represent all school levels and include to the extent possible, but not be limited to:

- District Food Service Coordinator
- Parent representative from each school level
- Student representative from each school level
- Staff member representative from each school level
- Administrative Representatives, (Superintendent, principal, vice-principal)
- Physical Education and Health Program Leader
- School health professionals (nurses, physicians, dentists)
- Health Education Coordinator/Teacher
- Physical Education Coordinator/Teacher
- Other individuals appropriate to the evaluation process
- Board of Education Members
- Any interested member of the public
- Mental health and social services staff (school counselors, psychologists, social workers, psychiatrists)

**Optional:** Each school within the District will establish an ongoing School Wellness Committee that convenes to review issues, in coordination with the District Wellness Committee.

The Superintendent, or his/her designee, will convene the District Wellness Committee and facilitate development of and updates to the wellness policy, and will ensure each school's compliance with the policy. Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy.

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness) (continued)**

#### **Wellness Policy Implementation, Monitoring, Accountability & Community Engagement**

##### **Implementation**

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use the Healthy Schools Program online tools to complete a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation and generate an annual progress report.

##### **Recordkeeping**

The District will retain records to document compliance with the requirements of the wellness policy at the District's Administrative Offices. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods the District uses to make stakeholders aware of their ability to participate on the District Wellness Committee;
- Documentation to demonstrate compliance with the annual public notification requirements;

- The most recent assessment on the implementation of the local school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

**Annual Notification of Policy**

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the District website and/or district-wide communications. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District's (or schools') events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District/school officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness)**

#### **Wellness Policy Implementation, Monitoring, Accountability & Community Engagement** (continued)

##### **Triennial Progress Assessments**

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include;

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is (list the person responsible here, their title, and their contact information). The District Wellness Committee, in collaboration with individual schools, will monitor schools' compliance with this wellness policy. The District [or school] will actively notify households/families of the availability of the triennial progress.

##### **Revisions and Updating of the Policy**

The District Wellness Committee will modify the wellness policy based on the results of the triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

##### **Community Involvement**

The District will actively communicate ways in which representatives of the District Wellness Committee and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means. The district will inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic

mechanisms, such as the District's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the District and individual schools are communicating important school information with parents.

The District will actively notify the public about the content of or any updates to the wellness policy annually at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness)**

#### **Wellness Policy Implementation, Monitoring, Accountability & Community Engagement (continued)**

#### **Monitoring and Evaluation (*optional language to the above*)**

##### **Monitoring**

The Superintendent or designee shall ensure compliance with the established district-wide school wellness policy. In each school, the Principal or designee shall ensure compliance with those policies in his or her school and shall report on the school's compliance to the school district Superintendent or designee. School food service staff members, at the school or district level, shall ensure compliance with nutrition policies within school food service areas and shall report on this matter to the Superintendent (or if done at the school level, to the school Principal). The Superintendent or designee shall provide periodic implementation data and/or reports to the Board concerning this policy's implementation sufficient to allow the Board to monitor and adjust the policy.

##### **Policy Review**

The District shall identify a strategy and schedule to help review policy compliance, assess progress and determine areas in need of improvement. As part of that process, the District shall review nutrition and physical activity policies; new research and evidence on health trends and effective programs; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. The District and

individual schools within the District shall, as necessary, revise the school wellness policy and develop work plans to facilitate its implementation.

*(Note: USDA regulations require the board of education to conduct an assessment every three years to determine compliance with the wellness policy and the progress made in attaining the policy goals)*

### **District Nutrition Standards**

The District strongly encourages the sale or distribution of nutrient-dense foods for all school functions and activities. Nutrient-dense foods are those foods that provide substantial amounts of vitamins and minerals with relatively few calories, such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes. In an effort to support the consumption of nutrient-dense foods in the school setting the District will follow the beverage requirements of state statute and federal regulations, whichever are stricter, and has adopted the following Nutrition Standards governing the sale of food on school grounds. Sites are encouraged to study these standards and must develop building policy using the following District Nutrition Standards and state beverage requirements as minimal guidelines.



## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness)**

#### **District Nutrition Standards (continued)**

***If the District implements healthy food certification under CGS Section 10-215f, replace the previous language with the following:***

The District strongly encourages the sale or distribution of nutrient-dense foods for all school functions and activities. Nutrient-dense foods are those foods that provide substantial amounts of vitamins and minerals with relatively few calories, such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes. In an effort to support the consumption of nutrient-dense foods in the school setting the District will follow the beverage requirements of state statute and federal regulations, whichever are stricter, and has adopted the Connecticut Nutrition Standards governing the sale of food on school grounds. Sites are encouraged to study these standards and must develop building policy using the following Connecticut Nutrition Standards and state beverage requirements as minimal guidelines.

#### **Food:**

1. Any given food item offered for sale to students separately from reimbursable meals will:
  - meet the portion size requirements of the Connecticut Nutrition Standards and the USDA Nutrition Standards.
  - not contain any chemically altered fat substitutes and will meet the fat requirements of the Connecticut Nutrition Standards.
  - meet the saturated fat requirements of the Connecticut Nutrition Standards.
  - meet the trans-fat requirements of the Connecticut Nutrition Standards.
  - not contain any artificial sweeteners or sugar alcohols and will meet the sugar requirements of the Connecticut Nutrition Standards.
  - meet the sodium requirements of the Connecticut Nutrition Standards and the USDA Nutrition Standards.
2. Foods and beverages will not contain caffeine, with the exception of trace amounts of naturally occurring substances.
3. Limit condiment use and provide low-fat, low-sugar and low-sodium varieties.
4. Increase choices of whole grains and foods containing fiber.

5. Encourage the consumption of nutrient-dense foods, e.g., whole grains, fresh fruits and vegetables, lean meats, legumes and low-fat dairy products.

*Note: Public Law 108-265, the Child Nutrition and WIC Reauthorization Act of 2004, requires that the district school wellness policy **must** include “nutrition guidelines for all foods available on the school campus during the school day, with the objectives of promoting student health and reducing childhood obesity.” If the district does not adopt the preceding standards, it **must** develop specific nutrition standards that address what foods can be sold or served to students during the school day.*

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness)**

#### **District Nutrition Standards (continued)**

##### **Candy:**

- Vending sales of candy will not be permitted on school grounds.
- Pursuant to state regulations, the sale of candy on school premises is prohibited from 30 minutes prior to the start of any state or federally subsidized milk or meal program until 30 minutes after the end of the program.

***If the District implements healthy food certification under CGS Section 10-215f, replace the language in the previous two bullets with the following:***

Candy and gum (including sugarless candy and sugarless gum) shall not be sold to students on school premises.

***If the District implements healthy food certification under CGS Section 10-215f AND allows food exemptions, replace the previous language with the following:***

Candy and gum (including sugarless candy and sugarless gum) can only be sold to students on school premises if they are sold at the location of an event that occurs after the school day or on the weekend, provided they are not sold from a vending machine or school store.  
*(Note: Board vote is required to allow this exemption)*

##### **Beverages:**

- Pursuant to state statute, the sale of beverages to students on school premises shall be limited to the following five categories:

1. milk, effective 7/1/19, which may be flavored but contains no artificial sweeteners and no more than 4 grams of sugar per fluid ounce; (federal regulation requires milk to be non-fat or low-fat (1%) flavored or unflavored)\*
2. nondairy milk substitutes, such as soy or rice milk, which may be flavored but contains no artificial sweeteners, nonnutritive sweetening agents, sugar alcohols, added sodium, and no more than 4 grams of sugar per fluid ounce, no more than 35% of calories from fat per serving, and no more than 10% of calories from saturated fat per serving;\*
3. 100% fruit or vegetable juice or combination of such juices, containing no added sugars, sweeteners, or artificial sweeteners;\*
4. beverages that contain only water and fruit or vegetable juice and have no added sugars, sweeteners, or artificial sweeteners or sodium and that meet the healthy Hunger-Free Kids Act of 2010, P.L. 11-296, as may be amended from time to time;\* and;

**R6142.101(u)**

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness)**

#### **District Nutrition Standards (continued)**

5. water, which may be flavored but must contain no added sugars, sweeteners, artificial sweeteners, sodium or caffeine.\*
  - Portion sizes of the beverages specified above are limited to no more than 8 fluid ounces for students in grades K-5 inclusive and 12 fluid ounces for students in grades 6-12 inclusive, except water, which is unlimited.
  - Vending sales of any beverages other than those listed as approved in state statute are not permitted on school grounds at any time.
  - School store sales of any beverages other than those listed as approved in state statute are not permitted on school grounds at any time.
  - The sale of any beverages other than those listed as approved in state statute will not be permitted on school grounds from any source at any time.

***If the District allows beverages exemptions under CGS Section 10-221q, replace the previous bullet with the following:***

The sale of any beverages that do not meet the requirements of state statute and federal regulations is allowed at the location of an event that occurs after the school day or on the weekend, provided they are not sold from a vending machine or school store. *(Note: Board vote is required to allow this exemption.)*

### **Guidelines for Food and Beverages Offered to Students at School**

The District encourages the use of nutrient-dense foods for all school functions and activities. Nutrient-dense foods are those foods that provide substantial amounts of vitamins and minerals and relatively few calories, such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes. At any school function (parties, celebrations, feasts, sporting events, etc.) where foods and beverages are sold or served to students, healthy choices meeting the District's nutrition standards and beverage requirements of state statute must be available. Some suggested foods and beverages are listed below. The list should be checked against the Connecticut Nutrition Standards developed by the State Department of Education and published annually, the state beverage statute, and the Department's online list of acceptable foods and beverages, which is updated quarterly.

***If the District implements healthy food certification under CGS Section 10-215f, replace the previous language with the following:***

*\*Consult the CSE's List of Acceptable Foods and Beverages for allowable products. Foods that meet the Connecticut Nutrition Standards meet or exceed the USDA's competitive food standards. Listed beverages will meet both federal and state requirements.*

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness)**

#### **District Nutrition Standards (continued)**

The District encourages the use of nutrient-dense foods for all school functions and activities. Nutrient-dense foods are those foods that provide substantial amounts of vitamins and minerals and relatively few calories, such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes. At any school function (parties, celebrations, feasts, sporting events, etc.) where foods and beverages are sold or served to students, healthy choices meeting the Connecticut Nutrition Standards and beverage requirements of state statute must be available. Some suggested foods and beverages are listed below. The list should be checked against the Connecticut Nutrition Standards developed by the State Department of Education and published annually, the state beverage statute, and the Department's online list of acceptable foods and beverages, which is updated quarterly.

- Raw/fresh vegetable sticks (e.g., carrots)/slices with low-fat dressing\* or yogurt dip\*
- Fresh fruit
- 100% fruit juices or 100% vegetable juices or combination of such juices\*
- Frozen 100% fruit juice pops\*
- Bottled water, without added sugars, sweeteners, artificial sweeteners or caffeine\*
- Dried fruits (raisins, banana chips, etc.) without added sugar, fat or salt\*
- Trail mix (dried fruits and nuts)\*
- Dry roasted peanuts, tree nuts and soy nuts (not coconut or palm nuts) without added fat, sugar or sodium\*
- Low-fat meat and cheese sandwiches (use low-fat mayonnaise in chicken/tuna salads)\*
- Party mix\* (variety of cereals, nuts, pretzels, etc.), depending on added fat, sugar and salt
- Low-sodium crackers\*
- Baked corn chips & fat-free potato chips with salsa and low-fat dips\* (Ranch, French Onion, Bean, etc.)
- Low-fat muffins, granola bars, crackers and cookies such as fig bars and ginger snaps\*
- Angel food and sponge cakes\*
- Flavored yogurt & fruit parfaits (low-fat/nonfat yogurt)\*

- Gelatin and low-fat pudding cups\*
- Low-fat ice creams, frozen yogurts, sherbets\*
- Low-fat and nonfat dairy products\*
- Pure ice cold water without sugars, sweeteners, artificial sweeteners or caffeine\*
- Pretzels\*
- Bread products as such as bread sticks, rolls, bagels and pita bread\*
- Ready-to-eat low sugar cereals (with no more than 15 grams added sugars per serving and no more than 35% sugar by weight)\*
- Low-fat (1 percent) and skim milk\*

\*Compliance with the state beverage statute and the Connecticut Nutrition Standards varies depending on the brand and type of item. Check online listings at <http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=320754#Healthy>.

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness)**

#### **Guidelines for Food and Beverages Offered to Students at School (continued)**

***If the District allows beverage exemptions under CGS Section 10-221q, the following can be added:***

Beverages that do not meet the requirements of state statute and federal regulations can be sold to students on school premises at the location of an event that occurs after the school day or on the weekend, provided they are not sold from a vending machine or school store.

***If the District implements healthy food certification under CGS Section 10-215f, replace the previous language with the following:***

Food items that do not meet the Connecticut Nutrition Standards and beverages not meeting the requirements of state statute and federal regulations can be sold at the location of an event occurring after the end of the regular school day or on the weekend, provided they are not sold from a vending machine or school store.

#### **Competitive Foods and Beverages**

***Note:*** As of July 1, 2014, the USDA interim final rule nutrition standards apply to all competitive foods sold in schools that participate in the National School Lunch Program and School Breakfast Program. School districts that follow the Connecticut Nutrition Standards under the Healthy Food Certification must meet stricter requirements. The Connecticut Nutrition Standards meet or exceed the USDA's competitive foods standard.

"Competitive foods" include any foods and beverages sold in schools to children anytime on school premises except for meals provided through the National School Lunch Program and School Breakfast Program. Competitive food sales include, but are not limited to, cafeteria, a la carte sales, vending machines, school stores and fundraisers. Pursuant to federal regulations and state statutes and regulations, the sale of competitive foods is restricted as follows:



1. Water ices (any frozen, sweetened water such as "...sicles" and flavored ice with the exception of products that contain fruit, fruit juice, milk, milk ingredients or egg ingredients other than egg whites) and chewing gum shall not be sold to students in the food service areas during the meal periods.\*
2. Candy may not be sold to students on school premises during the period from 30 minutes before any meal or milk program up until 30 minutes after the end of the program.\*\*
3. Beverages that do not meet the requirements of state statute and federal regulations, whichever are stricter, (including, but not limited to, coffee/decaffeinated coffee/iced coffee, tea/herbal tea/iced tea, soda/diet soda, sports drinks, hot chocolate, fruit drinks that are not 100 percent juice) can only be sold to students on school premises at the location of an event that occurs after the school day or on the weekend, provided they are not sold from a vending machine or school store. ***(Note: Board vote is required to allow this exemption.)***

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness)**

#### **Competitive Foods and Beverages (continued)**

4. The income from any food or beverages sold to students anywhere on school premises during the period of 30 minutes before any meal or milk program up until 30 minutes after the end of the program must accrue to the nonprofit school food service account.

5. No competitive foods may be sold without the prior approval of the Superintendent. Such sales must comply with state law, Sections 10-215b-23 of the Regulations of Connecticut State Agencies.

\* Alternatively, districts can eliminate these foods during the school day by replacing the language stating “meal periods” with “school day.”

\*\* Alternatively, districts can eliminate these foods during the school day by replacing the language stating “period from 30 minutes before any meal or milk program up until 30 minutes after the end of the program” with “school day.”

Schools shall use the Connecticut State Department of Education’s “List of Acceptable Foods and Beverages” to determine whether commercial food and beverage products meet the USDA’s nutrition standards for competitive foods. Foods that meet the Connecticut Nutrition Standards meet or exceed the USDA’s competitive foods standards. Listed beverages will meet both federal and state requirements.

***If the District implements healthy food certification under CGS Section 10-215f, replace the previous section on “Competitive Foods and Beverages” with the following language below:***

“Competitive foods” include all foods and beverages sold in schools except for meals provided through the National School Lunch Program and School Breakfast Program. The USDA interim

final rule groups competitive foods into three categories: (1) Entrée Items (sold only a-la-carte), (2) Side Dishes; and (3) Beverages. Pursuant to federal regulations and state statutes and regulations, the sale of competitive foods is restricted as follows:

1. Foods that do not meet the Connecticut Nutrition Standards cannot be sold to students on school premises, including, but not limited to:

- Water ices (any frozen, sweetened water such as "...sicles" and flavored ice with the exception of products that contain fruit, fruit juice, milk, milk ingredients or egg ingredients other than egg whites)
- Candy/sugarless candy
- Chewing gum/sugarless chewing gum

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness)**

#### **Competitive Foods and Beverages (continued)**

2. Beverages that do not meet the requirements of state statute and federal regulations (including, but not limited to, coffee/decaffeinated coffee/iced coffee, tea/herbal tea/iced tea, soda/diet soda, sports drinks, hot chocolate, fruit drinks that are not 100 percent juice) can only be sold to students on school premises at the location of an event that occurs after the school day or on the weekend provided they are not sold from a vending machine or school store. ***(Note: Board vote is required to allow this exemption.)***

3. During the period of 30 minutes before any meal program up until 30 minutes after the end of the program, competitive foods and beverages may only be sold anywhere on school premises if they meet the Connecticut Nutrition Standards or state beverage statute and the income they generate accrues to the nonprofit school food service account.\* Outside of this timeframe, competitive foods and beverages may only be sold if they meet the Connecticut Nutrition Standards and state beverage statute and federal regulations, whichever are stricter.

4. No competitive foods may be sold without the prior approval of the Superintendent. Such sales must comply with state law, Section 10-215b-23 of the Regulations of Connecticut State Agencies.

Schools shall use the Connecticut State Department of Education's "List of Acceptable Foods and Beverages" to determine whether commercial food and beverage products meet the USDA's competitive foods standards. Listed beverages will meet both federal and state requirements.

#### **Physical Education/Physical Activity**

It is the Board's position that all students have equal and equitable opportunities for physical activity and physical education in District schools. The Superintendent is encouraged to review and consider implementing physical activity and physical education program improvements. The goals of the District are:

- A. All children, from pre-kindergarten through grade 12, will participate in a daily, quality, standards-based physical education program; (Note: Physical education is not a required element of the local school wellness policy.)
- B. All schools will have certified physical education teachers providing physical education instruction; and
- C. All schools will have appropriate class sizes, facilities, equipment, and supplies needed to deliver quality physical education consistent with state and/or national standards.

Schools shall strive, within financial, space, and staffing constraints, for students in grades pre-k through six to engage in physical education averaging 150\* instructional minutes per week and all middle and high school students to engage in 225 minutes per week\* and shall complete, at a minimum, one credit of high school physical education (required for graduation).

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness)**

#### **Physical Education/Physical Activity (continued)**

*\* Boards are advised to exercise caution in adopting this language as such adoption results in the creation of a mandate by the Board.*

#### **Incorporating Physical Activity Into the Classroom**

Students in all grade levels shall be provided with opportunities for physical activity beyond and in addition to physical education. Classroom health education shall complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities, such as watching television. Opportunities for physical activity shall be incorporated into other subject lessons and can be used as reinforcement, reward and celebration for achievement, positive behavior and completion of assignments. Classroom teachers shall provide short physical activity breaks between lessons or classes, as appropriate.

#### **Use of School Facilities Outside of School Hours**

Access to school sites will be provided through permitting use of facilities to community youth sports groups consistent with the District's facilities use policy so additional opportunities are available for youth to participate in quality physical activity, fitness, sports and recreation programs. School spaces and facilities shall be available to students, staff members, and community members before, during, and after the school day, on weekends and during school vacations. The spaces and facilities shall also be available to community agencies and organizations offering physical activity and nutrition programs. School policies concerning safety shall apply at all times.

#### **Prohibiting Physical Activity as Punishment**

Schools shall prohibit the use of physical activity (such as required running or push-ups as punishment) and withholding of physical education class and other forms of physical activity as punishment. Recess or other opportunities for physical activity shall not be withheld as a measure to enforce the completion of academic work. (See Policy #5144.4, "Physical Exercise and Discipline of Students.")

### **Daily Recess**

All elementary school students shall have at least 20 consecutive minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity and provide space, equipment and an environment that is conducive to safe and enjoyable activity. Districts shall ensure that students with special physical and cognitive needs have equal physical activity opportunities, with appropriate assistance and services. Districts shall not permit extended periods (i.e., periods of two or more hours) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools shall give students periodic breaks during which they are encouraged to get up from their chairs and be moderately active.

## **Instruction**

### **Student Nutrition and Physical Activity (School Wellness) (continued)**

#### **Physical Activity Opportunities Before and After School**

All elementary, middle and high schools shall offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. All high schools, and middle schools as appropriate, shall offer interscholastic sports programs. Districts shall offer a range of activities that meet the needs, interests and abilities of all students, including boys, girls, students with physical and cognitive disabilities, and students with special health care needs. After-school, childcare and enrichment programs shall provide and encourage – verbally and through the provision of space, equipment and activities – daily periods of moderate to vigorous physical activity for all participants.

#### **Safe Routes to School**

When appropriate, the District shall work together with local public works, public safety and/or police departments to make it safer and easier for students to walk and bike to school.

#### **Family and Community Involvement**

In order to promote family and community involvement in supporting and reinforcing physical education in the schools, the school Principal is responsible for ensuring:

- A. Physical education activity ideas are sent home with students;
- B. Parents are encouraged to promote their child's participation in the school's physical education programs and after school activities;
- C. Families are invited to attend and participate in physical education activity programs and health fairs;



- D. Physical education curriculum includes homework that students can do with their families;
- E. School staff consider the various cultural preferences in development of physical education programs; and
- F. School staff is encouraged to cooperate with other agencies and community groups to provide opportunities for students to participate in physical activity programs.

**Recommended from The Connecticut Association of Board of Education, Inc.**

## **Instruction**

### **Interscholastic/Intramural Athletics**

The Board of Education believes individual students will benefit from opportunities to grow physically and intellectually through experiences that provide the opportunity for self-discipline and team efforts made possible through competitive interschool and intramural team and individual sports activities.

District participation in interscholastic athletics and esports will be subject to approval by the Board. This shall include approval of membership in any leagues, associations, or conferences, of rules for student participation, and of annual sports schedules.

It is the Board's policy to provide students interscholastic athletic competition in a variety of sports. Students will be allowed to participate in individual sports on the basis of their physical condition and desire. Qualified personnel shall be provided for coaching and supervising individual sports. In addition, it is the policy of the Board to provide intramural athletic activities as an outgrowth of class instruction in physical education commensurate with the grade level of the students involved.

Students with disabilities, possessing the required level of skill or ability to participate in a competitive program or activity, shall be afforded an equal opportunity to participate in extracurricular activities, which include club, intramural or interscholastic athletics. The District shall make reasonable modifications and provide those aids and services that are necessary to afford a "qualified" disabled student the opportunity to participate in extracurricular athletics, unless it results in a fundamental alteration to the District's program. The District will consider whether safe participation by a disabled student can be assured through reasonable modifications or the provision of aids and services.

The District shall/may (TBD) create additional opportunities for students with disabilities who cannot participate in the existing extracurricular athletics program, even with reasonable modifications or aids and services, in order to afford such students an equal opportunity to receive the benefits of extracurricular athletics.

Each student who chooses to participate in an interscholastic athletic program is required to have on file, in the offices of the building administrator and the Athletic Director, a certificate of consent which is signed by the parent or legal guardian. No student may start practice for any athletic team until he or she has been examined and approved by a medical doctor. This certificate of consent will be in effect for each student for each sports season.

The purpose of school athletics is both educational and recreational. The athletic program should encourage participation by as many students as possible and should be carried on with the best interests of the participants as the ~~prime~~ **primary** consideration. Participation should be without unreasonable interference with other obligations in the school, community and home.

It is recognized that a well-organized and well conducted athletic program is a potent factor in the morale of a student body and an important phase of good community-school relations.

## Instruction

### Interscholastic/Intramural Athletics (continued)

Every possible effort shall be made to offer equal opportunities for both sexes in sports and activities which shall include life sports that a student can carry through adulthood.

Esports (optional language to add to policy if esports is approved by Board as an activity.)

In an effort to appeal to students who may not be captivated by the District's existing athletic extracurricular activities, the Board approves the establishment of teams to be involved in esports competition at the high school level. Such involvement shall be based on NFHS sanctioned esports, in partnership with PlayVS sanctioned by the Connecticut Interscholastic Athletic Association (CIAC). (PlayVS provides an all-in-one online platform for district schools to build teams, manage league schedules, compete and track season statistics.)

Students involved in an esports activity shall meet the requirements of academic eligibility established in Board policy and the CIAC.

The Board requires each esports team to have a coach to be onsite during all matches.

(cf. 5141 – Student Health Services)

(cf. 5145 – Section 504: Civil and Legal Rights and Responsibilities)

(cf. 6141.1 – Co-Curricular Eligibility)

(cf. 6145 – Extra Class Activities)

Legal Reference: Connecticut General Statutes  
10-149 Qualifications for coaches of intramural and interscholastic athletics.

*Stratton, PPA v. St. Joseph's High School*, Bridgeport Superior Court, June 4, 1986 (12 CT 26)9/87.

U.S. Department of Education, Office for Civil Rights, "Dear Colleague Letter," 113 LRP 3326 (OCR 1/25/13)

**Policy Adopted: August 14, 1995**

**NEW HAVEN PUBLIC SCHOOLS**  
**New Haven, Connecticut**

**Recommended from The Connecticut Association of Board of Education, Inc.**

## Instruction

### Statewide Proficiency/Mastery Examinations

~~Each student enrolled in the fourth, sixth, eighth and tenth grades shall take a statewide mastery examination (measuring whether or not a student has mastered essential grade level skills in reading, language arts and mathematics). The mastery examination shall be provided by and administered under the supervision of the State Board of Education.~~

~~Students who meet or exceed the state-wide mastery goal on each component of the state wide tenth grade mastery examination, shall have a certification of such mastery made on the permanent record and transcript. A student who has not met the mastery goal level on each component of the mastery examination may annually take or retake each such component at its regular administration until the student scores at or above each goal level or until the student graduates or turns twenty-one (21).~~

~~The school district may not require achievement of a satisfactory score on the statewide proficiency examination or statewide mastery examination, or any subsequent retest on a component of such examinations as the sole criterion of promotion or graduation.~~

~~Special education students shall participate in mastery testing except when their planning and placement team determines that participation would be inappropriate.~~

~~The provisions on mastery testing shall not apply to any student enrolled for three (3) years or less in a bilingual program, or English as a Second Language program.~~

~~(cf. 5121 - Examination/Grading/Rating) (cf. 6146 - Graduation Requirements)~~

## Instruction

### **Statewide Proficiency/Mastery Examinations (continued)**

~~Legal Reference: — Connecticut General Statutes~~

~~10-14m Development and submission of educational evaluation and remedial assistance plan.~~

~~10-14n Statewide mastery examination. Conditions for reexamination. Limitation on use of test results.~~

~~10-140 Compensatory education grant Financial statement  
of expenditures.~~

~~10-14p Reports by local and regional boards re instructional  
improvement and student progress.~~

# Policy Service

## The Connecticut Reference Manual of School Board Policies, Regulations, and Bylaws

P6146.2(a)

### Instruction

#### Statewide Proficiency/Mastery Examinations (Statewide Summative Assessments)

Annually, each student enrolled in grades three through eight inclusive shall take a mastery examination or examinations that measures essential and grade appropriate skills in reading, writing or mathematics during the time period specified by the State Department of Education. Students enrolled in grade eleven shall annually take a nationally recognized college readiness assessment approved by the State Board of Education that measures essential and grade appropriate skills in reading, writing and mathematics. (Connecticut SAT School Day in English language arts and math examination) Each student enrolled in grade five, eight, and eleven shall, annually, during the time period specified by the State Department of Education, take a state-wide mastery examination that measures essential and grade appropriate skills in science. (Next Generation Science Standards) The State Board of Education shall approve the provision and administration of all mastery examinations. All examinations shall take place during the regular school day.

**Note:** *Students in Connecticut participate in the Smarter Balanced Assessments in English, language arts, literacy and mathematics in grades three through eight inclusive. In science, students participate in Next Generation Science Standards (NGSS) assessment.*

~~Student scores on each component of the statewide eleventh grade state assessment may/shall be included on the permanent record and transcripts for eleventh grade students. For each eleventh grade student who meets or exceeds the statewide mastery goal level on any component of the mastery examination, shall have a certification of such mastery made on the permanent record and transcript and be provided a certificate of mastery for each such component.~~

The school District (excludes endowed or incorporated high schools) may not require achievement of a satisfactory score on a mastery examination or any subsequent retest on a component of such examinations as the sole criterion of promotion or graduation.

Special education students shall participate in mastery testing except in the rare case when their Planning and Placement Team determines that participation would be inappropriate and recommends the use of an alternative assessment as specified by the State Board of Education.

All **Multilingual learners (MLs)** including recently arrived, defined as those students whose initial entry date in a U.S. school is less than two years (24 months) prior to test administration are required to participate in all content areas of the state summative assessment.

~~All students identified as~~ **Multilingual Learners (MLs) who are identified as in need of services** shall take the LAS Links Assessment. Scores on each component of the mastery examination for English learners who have been enrolled in school in this state or another state for fewer than twenty (20) school months shall not be used for the purposes of calculating the school accountability index as defined in C.G.S. 10-223e.

# Policy Service

## The Connecticut Reference Manual of School Board Policies, Regulations, and Bylaws

P6146.2(b)

### Instruction

#### Statewide Proficiency/Mastery Examinations (Statewide Summative Assessments) (continued)

All Multilingual Learners (ML), including all recently arrived ELs, must participate in all assessments and will be included in participation rate calculations for all subjects. This includes mathematics, ELA and science as well as the English language proficiency assessment. Scores earned by recently arrived MLs are not included in Achievement Status (indicator 1) calculations under Accountability Reporting - Achievement Status. Recently arrived MLs who have participated in two Smarter Balanced administrations are included in growth calculations (indicator 2) under Accountability Reporting - Achievement Growth. Scores from year 1 ~~is~~ are ready to serve as a baseline for academic growth in Year 2. In year 3, the scores of recently arrived MLs will be included toward academic achievement and academic growth indicators in Connecticut's accountability system.

Any alternate assessment, including the Connecticut Alternate Assessment, of students enrolled in special education, shall be available only to those students with significant cognitive disabilities. Students with significant cognitive disabilities in grades three through eight and eleven shall be assessed with the Connecticut Alternative Assessment in English/language arts and mathematics. In science, eligible students with significant cognitive disabilities shall be assessed with the Connecticut Alternate Science Assessment in Grades five, eight and eleven.

In compliance with federal law, out-of-level testing is not an option for students enrolled in special education.

The Board of Education recognizes that federal law requires full participation of all students on the state summative assessments, with a minimum standard for the participation rate of at least 95 percent of all students and all student groups for each subject. Further, the Board realizes there are consequences for districts and schools not meeting this participation role threshold on these state summative assessments.

(cf. 5121 - Examination/Grading/Rating)  
(cf. 5125 - Student Records; Confidentiality)  
(cf. 6146 - Graduation Requirements)  
(cf. 6162.31 - Test Exclusion)

#### Legal Reference:

Connecticut General Statutes  
10-14n Statewide mastery examination. Conditions for reexamination. Limitation on use of test results. (as amended by PA 03-174, PA 03-168, and PA 13-207, Section 115 of PA 14-217, PA 15-238 and PA 17-14 )  
10-14o Compensatory education grant. Financial statement of expenditures.  
1014p Reports by local and regional boards re instructional improvement and student progress.  
10-14q Exceptions (as amended by PA 01-205)  
10-223e Statewide education accountability plan.  
PA 15-238 An Act Concerning Students Assessments  
PL 107-110 – Title I, 34 CFR Part 200

# Policy Service

**The Connecticut Reference Manual**

**of School Board Policies, Regulations, and Bylaws**

34 CFR, Part 200 Regulations appearing in Federal Register, 9/13/06.

Policy adopted:



# Policy Service

## **The Connecticut Reference Manual of School Board Policies, Regulations, and Bylaws**

**6161.1**

### **Instruction**

#### **Evaluation of Instructional Materials**

##### **General**

Instructional materials shall be evaluated consistently and systematically to insure high instructional standards to ensure compliance with Connecticut General Statutes, regulations of the State Board of Education, Board of Education policy and regulations.

These guidelines are not intended to supplant the professional judgment of staff who evaluate instructional materials — both student materials and teacher materials. Instead, they establish minimum standards for acceptability and provide criteria on which to judge instructional quality.

To accurately portray diversity in the United States, instructional materials should encourage students to understand the historical roles and contributions of members of all genders, races, and cultures, and the forces which shaped those roles and contributions.

##### **Limitations**

It may be inappropriate to require a pictorial or textual item to conform to these guidelines, for example in reprinting a story by a well known author or in a painting by an artist which makes an important contribution to a particular instructional material. In such situations, discussion material should have been included which explains why a particular attitude was prevalent during a certain period in history, and how and why that attitude has changed.

When examining instructional material for adverse reflection on race, creed, sex, etc., the evaluator should make a qualitative judgment with respect to stories or articles having historical perspective. Any description, depiction, inference, label, or retort found to be, by itself, an adverse reflection should not be judged out of context. Rather, the story or article should be examined for appropriate explanations, discussions, or other comments included or immediately attached which may overcome the impact of such offending words or pictures. The instructional material should be rejected only if, on a total basis, the story or article would, in the mind of an average student for whom the material is intended, reflect adversely upon a person because of his or her race, color, creed, national origin, ancestry, sex, or occupation.

Legal Reference: Connecticut General Statutes

10-18a Contents of textbooks and other general instructional materials

# Policy Service

**The Connecticut Reference Manual**

**of School Board Policies, Regulations, and Bylaws**

Policy adopted:

# Policy Service

## The Connecticut Reference Manual of School Board Policies, Regulations, and Bylaws

6161.1(a)

### Instruction

#### Evaluation of Instructional Materials

##### Materials in a Series

When evaluating instructional materials designed as a graded, non-graded, or multi-graded series, each component shall be judged individually for compliance without regard to the contents of other components. However, a group or sequence of materials for use exclusively within a particular single grade shall be judged on a total basis for adverse reflections on race, creed, sex, etc. For example, if a package of three different books is designed to be used as fourth grade readers, and a student is expected to complete all books in that school year, any portrayal deficiencies found in one book may be balanced against any exemplary portrayal in another book. However, each of the three books must be judged separately as well.

#### Specific Criteria for Evaluation of Instructional Materials:

##### 1. Male and Female Roles

To encourage the individual development and self esteem of each child, regardless of gender, instructional materials shall portray women and men, girls and boys, in a wide variety of occupational, emotional, and behavioral situations, presenting both sexes in the full range of their human potential. The criteria are:

- A. An absence of descriptions, depictions, inferences, labels or retorts which demean, stereotype, or patronize one gender.
- B. Instructional materials should accurately reflect contemporary American society, and, regardless of the subject area, contain appropriate references to, or illustrations of, males and females.
- C. Mentally and physically active, creative, problem solving roles, and success and failure in those roles, should be **approximately equal** between male and female characters.
- D. Emotions of fear, anger, aggression, excitement or tenderness should occur among characters regardless of gender.
- E. Traditional activities by one sex should be balanced by nontraditional activities for that sex.
- F. If professional or executive roles, or vocations, trades or other gainful occupations are portrayed, men and women should be represented approximately equally.
- G. **Where life-style choices are discussed, all genders should be offered an equally wide range of such aspirations and choices.**
- H. In history or current events and on achievements in art, science, or any other field, historically accurate contributions of **both men and women** should be included and discussed.
- I. Imbalance or inequality, when presented for historical accuracy, should, in the student edition of instructional material, be interpreted in light of contemporary standards and

# Policy Service

## The Connecticut Reference Manual

### **of School Board Policies, Regulations, and Bylaws**

circumstances.

- J. Sexually neutral language, for example, "people", "persons", "men and women", "pioneers", "they", should predominate.

# Policy Service

## The Connecticut Reference Manual of School Board Policies, Regulations, and Bylaws

6161.1(b)

### Instruction

#### Evaluation of Instructional Materials (continued)

#### Specific Criteria for Evaluation of Instructional Materials

##### 2. Ethnic and Cultural Groups

To project the cultural diversity of our society, instill in each child a sense of pride in his or her heritage, eradicate the seeds of prejudice, and encourage individual development, instructional materials, when portraying people (or animals having identifiable human attributes), shall include ~~a fair representation of~~ **all ethnic and cultural** ~~majority and minority groups characters~~ in a wide variety of occupational and behavioral roles and present the contributions of ~~same. ethnic and cultural groups~~ **The criteria are:**

- A. **An absence of** descriptions, depictions, inferences, or labels which demean, stereotype, or patronize **ethnic and cultural** ~~minority groups must not appear.~~
- B. Portrayals of diverse ethnic or cultural groups ~~shall should~~ not depict differences in customs or lifestyle as undesirable and ~~must should~~ avoid adverse value judgments of such differences.
- C. Instructional materials which reflect contemporary American society ~~must should~~ contain references to, or illustrations of diverse ethnic groups.
- D. Mentally active, creative, and problem-solving roles, and characters' successes and failures should be divided between **the various ethnic and cultural** groups.
- E. ~~Portrayal of minority characters in traditionally restricted roles should be balanced by presentation of nontraditional activities for those characters.~~
- F. ~~Minority persons~~ **Members of all ethnic and cultural groups** should be depicted in the same range of socioeconomic settings ~~as persons of the majority group.~~
- G. ~~Depiction of~~ Diverse ethnic and cultural groups should ~~not be depicted limited to the~~ **within their** original culture ~~but expanded to include such groups as well as~~ within the mainstream of American life.
- H. If professional or executive roles, vocations, trades, or other gainful occupations are portrayed, ~~majority and minority~~ **all ethnic and cultural groups** should be presented therein in fair proportions.
- I. In history or current events, achievements in art, science, or any other field are presented, the contributions of **all ethnic and cultural groups**, and particularly prominent ~~minority persons~~ **members of said groups**, should be included and discussed.
- J. Imbalance or inequality of any kind presented for historical accuracy, should, in the

# Policy Service

## **The Connecticut Reference Manual**

### **of School Board Policies, Regulations, and Bylaws**

student edition of the instructional materials, be interpreted in light of contemporary standards and circumstances.

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## The Connecticut Reference Manual of School Board Policies, Regulations, and Bylaws

6161.1(c)

### Instruction

#### Evaluation of Instructional Materials (continued)

#### Specific Criteria for Evaluation of Instructional Materials

##### 3. Owners and Labor

- A. References or labels which demean, stereotype, or patronize an occupation, vocation, or livelihood ~~should~~ **shall** not appear.
- B. Where appropriate, accurate acknowledgments should be made to the roles and contributions of entrepreneurs in the history of Connecticut and the United States.
- C. Accurate references should be made to roles and contributions of labor in the history of Connecticut and the United States.

##### 4. Ecology and Environment

- A. Human responsibilities for creating and maintaining a clean and healthy environment are appropriately portrayed.
- B. Wise use of resources, both human and physical, is encouraged.
- C. Interdependence of people and their environment are made clear.
- D. Effects of environmental problems are identified as are the effects of solving them.
- E. Appropriate means of protecting the environment are suggested.

##### 5. Dangerous Substances

- A. Hazards of using tobacco, alcohol, narcotics, and restricted dangerous drugs are depicted in illustrations or discussions when references to these substances are included in instructional materials.
- B. The use of tobacco, alcohol, narcotics, or restricted dangerous drugs is not glamorized or encouraged by illustrations or discussion references.

##### 6. Religion

- A. No religious belief or practice shall be held up to ridicule nor any religious group portrayed as inferior or superior.
- B. Portrayals of contemporary American society should, where religion is discussed or

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## **The Connecticut Reference Manual**

### **of School Board Policies, Regulations, and Bylaws**

depicted, reflect its religious diversity. Except where material deals with a particular historical era, materials in art and music must, where religious aspects thereof are depicted, reflect the religious diversity of contemporary American society.



# Policy Service

## The Connecticut Reference Manual of School Board Policies, Regulations, and Bylaws

6161.1(d)

### Instruction

#### Evaluation of Instructional Materials (continued)

#### Specific Criteria for Evaluation of Instructional Materials

- C. Any explanation or description of religious beliefs or practices shall be presented neutrally and shall not indoctrinate students in any particular religious belief nor instruct students in religious principles.

#### 7. Brand Names

Instructional materials shall not contain illustrations of identifiable commercial brand names, representations, or corporate logos unless such illustrations are necessary to the educational purpose of the instructional material and that purpose cannot be achieved without using such illustrations — unless such illustrations are incidental to a scene of a general nature. If, under these exceptions, a brand name, representation or corporate logo is illustrated, prominence shall not be given to any one brand or corporation unless, in turn, such illustration is necessary to the educational purpose of the instructional material and that purpose cannot be achieved without using such illustration.

#### 8. Food

When instructional materials contain illustrations of foods, there shall be an emphasis on foods of high nutritional value.

Legal Reference: Connecticut General Statutes

1018a Contents of textbooks and other general instructional materials.

Regulation approved:

# Policy Service

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**P6200(a)**

### **Instruction**

#### **New Haven Adult and Continuing Education Program**

~~The New Haven Adult and Continuing Education Program is committed to serving adults with educational deficiencies which create barriers to full participation in our society. The emphasis of this program is on providing a course of instruction designed to meet the goals and objectives of these students, as well as preparation for meaningful employment. Assisting students to achieve their personal goals will result in effective development of intellectual, occupational, basic and social skills. Ultimately, this program will produce citizens who can more effectively contribute to society.~~

The Board recognizes that education is a lifelong process. Therefore, the Board of Education shall establish and maintain a program of adult education classes. (or shall provide for participation in a program of adult classes for its adult residents through a cooperative arrangement with another school district or with a cooperating eligible entity or with a regional service center.) The adult education program shall be open to all residents over age 17, not attending any public or private elementary, middle or senior high school. The program shall offer a variety of subjects to serve civic, cultural, vocational, and avocational needs of the community. Course offerings shall be determined by response to courses previously given and by newly arising needs and interests, subject to limitations of the plant, personnel and equipment.

The District, as permitted by statute, shall determine the minimum number of weeks per semester the adult education program will operate. Certified counseling staff shall be provided to assist adult education program students with educational and career counseling.

Classes shall be made available at fees to be established by the Board of Education. No tuition shall be charged for residents who enroll in adult classes for elementary (basic skills) and high school completion, Americanization and United States citizenship and English for adults with limited English proficiency. Other courses may be provided in any subject included in District schools, including adult literacy, parenting skills, and vocational education and any other subject or activity only when the number of interested adults is sufficient to form a class of proper size, and when a qualified teacher, adequate facilities and appropriate supervision can be made available.

In addition, college preparatory classes may be offered for adults who have earned a high school diploma or its equivalent and require postsecondary developmental education that will enable such adults to enroll directly in a program of higher education, as defined in C.G.S. 10a-34, at an institution of higher education upon completion of such classes. A fee may/shall be charged for these classes.

The District shall grant an adult education diploma to those adult education program participants who have satisfactorily completed a minimum of twenty (25) adult education credits, of which not fewer than four shall be in English; not fewer than three in mathematics; not fewer than three in social studies, including one in American History and at least one-half credit course in civics and American government;

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# Policy Service

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not fewer than two in science; and not fewer than one in the arts or vocational education.

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# Policy Service

## The Connecticut Reference Manual of School Board Policies, Regulations, and Bylaws

P6200(b)

### Instruction

#### Adult Continuing Education (continued)

The District, in determining the satisfactory completion of needed credits for an adult education diploma, shall award, subject to any State Board of Education regulations:

1. Credit for experiential learning, including:
  - a. Not more than two non-required credits for military experience, including training;
  - b. Not more than one vocational education non-required and one required or not more than two non-required credits for occupational experience, including training; and
  - c. Not more than one non-required credit for community service or avocational skills.
2. Credit for successful completion of courses taken for credit at state-accredited institutions, including public and private community colleges, technical colleges, community-technical colleges, four-year colleges and universities and approved public and private high schools and technical high schools;
3. Up to three credits for independent study projects, provided no more than one such credit shall be applied to each required subject area.

Legal Reference: Connecticut General Statutes

10-67 Adult education-definitions

10-69 Adult education (as amended by PA 03-100 and PA 11-126)

10-71 State grants for adult education programs.

10-73a Adult education

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Policy adopted:

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